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ABSTRACT

A research project to investigate various developments in school self-evaluation was initiated in the United Kingdom. Three major studies were involved. The first examined the operation of local education-agency-initiated school evaluation schemes. The second explored initiatives in self-evaluation. The final study investigated the In-Service Education and Training (INSET) provision related to evaluation. The original advertisement in the London Times Educational Supplement, used to gather information for the study, is reproduced. This document is concerned with the subject of the second study, school-based initiatives in self-evaluation. The first part is a review of evaluation activities. The author amassed information from schools, colleges, and teachers concerning specific self-evaluation activities. These were classified according to levels including institutional, departmental, and teacher self-evaluation. Sectors were defined to correspond approximately with grade level. The dimensions of the activities were identified as initiatives, involvement, purposes, organization, focus, methods, and reports. The second part is a register which illustrates examples of institutional, departmental, and teacher self-evaluations used in several institutions. Student self-assessment schemes are included in an appendix. (DWH)

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A FIRST REVIEW AND REGISTER OF SCHOOL AND COLLEGE INITIATED SELF-EVALUATION ACTIVITIES, IN THE UNITED KINGDOM.

by

Mary James

with the assistance of Lesley Holly

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PREFACE

In June 1981 thirteen lecturers, researchers and course co-ordinators in the Faculty of Educational Studies at the Open University met for the first time to discuss the establishment of an Educational Evaluation and Accountability Research Group. At that time four of those thirteen: Bob McCormick, Professor Desmond Nuttall, Phil Clift and Mary James, were preparing a new third level, half-credit, undergraduate course for presentation in 1982. The course is entitled E364: Curriculum Evaluation and Assessment in Educational Institutions. In the years between the first course proposal and its final presentation, developments and changes in the educational scene influenced a fairly radical shift in the focus of the course. In particular the issue of accountability came to the fore and various approaches to evaluation were examined as 'responses' to this dominant metaphor of the 1980s. As the course moved towards publication, the course team became interested in extending the research that was necessary for course production. Moreover the rapidity with which developments occur in the field of evaluation make such research a necessity if the course is to maintain its relevance in future years. This then is the background against which members of the E364 course team have tentatively proposed a research project to investigate various developments in school self-evaluation. In the hope of covering the field fairly comprehensively the project is planned as a number of separate but complementary studies. One study will look at the operation of LEA initiated school evaluation schemes; a second study will explore school-based initiatives in self-evaluation; a third study will investigate INSET provision relating to evaluation. This empirical work will be backed up by a review of the relevant literature.

In relation to the larger project the contents of this occasional paper are a first attempt to map the ground for the second study: the exploration of school-based initiatives in self-evaluation. Having documented some of the range and variety of in-school activities, the next step will be to conduct case studies and subsequently identify issues surrounding the practice of self-evaluation in the particular contexts of schools. For the purposes of this particular review we extended our brief beyond the school sector and included self-evaluation activities conducted in further and higher education.

This paper is divided into two parts. The first contains the review of the evaluation activities discussing the dimensions and categories that we have discerned in the range of these activities. The second, Part B, is a register of the individual evaluation activities containing an anotated classification of each. Because individual activities may be of interest to readers we have included details of someone in the institution who is willing to be contacted. We hope that we can update and add to this register in future years. If you feel that you would like details of your work included in a future edition of the register please contact the research group (details in the inside cover).

Acknowledgements

None of this work would have been possible without the assistance of the many teachers, lecturers, researchers and advisers who found time among their many other commitments to respond to our inquiries.

We are also very much indebted to Lesley Holly who did most of the work preparatory to this review. She followed up letters and phone calls and made an initial analysis of the incoming information. Thanks also to Patricia Chalk who prepared this typescript and a previous draft.

Mary James
March 1982

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Part A

Review

INTRODUCTION

Insofar as we had an hypothesis when we embarked on this review it was that there is a considerable ground swell of self-evaluation activity conducted by schools, colleges and teachers, largely on their own initiative. However, much of this work is unacknowledged because, by its very nature, it is rarely publicised or disseminated beyond the boundaries of the school community. National monitoring programmes such as that of the Assessment of Performance Unit (APU), HMI surveys, and LEA evaluation schemes are attracting an increasing amount of attention. To a large extent their visibility must be attributable to the fact that schemes (LEA) and survey reports (APU, HMI) are public documents. Many schools and college departments are sufficiently small or cohesive for the predominant mode of communication to be oral; a need to describe, even a fairly systemtic process of self-evaluation, in writing may never be perceived. Thus, those outside the school's or college's immediate community may be forgiven for thinking that little, if anything, is happening at institutional level. The research task, as we conceived it, was to put the record straight, if there seemed to be sufficient evidence for doing so.

To this end, therefore, we placed an advertisement in the Times Educational Supplement (5.6.81) had letters published in The Teacher and ILEA Contact and used the Classroom Action Research Network (CARN), to contact teachers, schools and colleges. Our request was phrased simply: *'Have you or your school or college undertaken self-evaluation, self-assessment, self-monitoring or curriculum review; or do you know those who have? If so we would like to hear from you.'* In all we received replies from about 200 teachers, schools, colleges and 'support agents' such as INSET tutors and local authority advisers. Those who responded clearly believed they had something to contribute to the review we were planning so in no way did they constitute a 'random' or 'representative' sample - they were in fact 'self-selected'. For our purposes this did not matter because we were more interested in documenting some of the range and variety of recent school-based exercises, than discovering what is typical of all, or even most schools and colleges. The latter would require a survey for which we did not have the resources and which we considered of limited interest anyway. We hoped that the strategy we adopted would raise further hypotheses about the practice of self-evaluation and guide our choice of cases for more detailed study.

DRAWING THE BOUNDARIES

Our initial request for information did not impose or imply any definitions of self-evaluation, self-assessment, self-monitoring or curriculum review, therefore individuals and organisations were able to interpret the inquiry according to their own meanings and understandings and send information that they considered appropriate. This enabled us to gain some purchase, phenomenologically, on the way in which these kinds of terms are defined by others. The activity of trying to tease out interpretations forced us to reconsider what the bounds of our review should be and what kind of information was centrally relevant. For instance, an interesting question was raised by those teachers who sent us information about student self-assessment/evaluation schemes. We had not anticipated this interpretation of our request because we had broadly conceived in-school/college evaluation of educational provision as primarily concerned with wider issues of curriculum and organisation. It is perhaps significant that some of the most interesting 'data' we were given about a school's 'curriculum-in-action' were embedded in an example of a student's self-assessment report. As an expression of our uncertainty regarding its status, and as an acknowledgement of its intrinsic interest at a time when the idea of negotiated pupil profiles is appearing on the agenda of educational debate (see Burgess and Adams 1980), we have collected the information we were sent on this theme in an appendix.

Similar problems of boundary definition arose when we came to consider the considerable quantity of material that we had been sent by what we termed 'support agencies': advisory services, teachers' centres, INSET course organisers. Much of this material, although relevant, was of a general nature and rarely described particular exercises in enough detail to be useful to us. This is wholly understandable because descriptions of the practices of schools, colleges or teachers encounter problems of confidentiality. Whilst we did not wish to ignore the valuable resource we had been offered we eventually decided not to include it in this particular review. Instead we passed it on to colleagues who are working on other studies in the larger research project (see Preface) if we judged that it would be helpful to them. (Thus information from LEA advisers has gone to Professor Nuttall and Phil Clift, and bibliographic material and information about INSET provision has been passed to Bob McCormick.)

By October 1981 having made certain decisions about the kind of material to include in our review we were left with more than 50 accounts of activities which, for the sake of brevity, we will subsume under the term 'self-evaluation'. All came directly from schools, colleges and teachers who were, or had been, actively engaged in the processes they described. There are a number of similar accounts known to us because they exist in the published literature. We refer to these in the selected bibliography. For our main review however we have confined ourselves to a descriptive analysis of those exercises which were reported to us directly.

CATEGORIES, DIMENSIONS AND CRITERIA

The methodology we adopted for arriving at a comparative description of our 54 'self-evaluations' was essentially a 'content analysis' of documentary evidence. Most schools, colleges and teachers had provided us with some written material whether in the form of school documents, a letter or a completed pro-forma, (more of which later). We also had notes of a number of visits and telephone conversations.

Despite the fact that we had confined our analysis to a relatively limited number of exercises the task took two of us several weeks to complete. Every teacher's account arose out of a specific context and was unlike any other. There were no short cuts. We had to read all the material (a pile A4 x 15 inches!), generate a number of categories and dimensions, then read almost every word again and refine our analysis. At first the task was daunting and promised to be dull, but when we accepted the degree of involvement it required, it became quite fascinating. In many cases we had, we felt, been given sufficient information to enable us to imaginatively enter the culture of the school - at least partially. Even routine school documents convey a tone and style which speaks of the ethos of particular institutions. A powerful sense of the uniqueness of individual schools and classrooms remains perhaps our chief personal insight.

To help those teachers who requested further guidance on the kind of information we sought,we devised a pro-forma with a number of headings. These anticipated some of the categories we were eventually to use in our analysis but a number became virtually redundant and fresh ones were generated. For instance, our early preoccupation with research-type methodology gave way to a consideration of meetings, conferences, personal reflection and critical dialogue as a mode of evaluation. A shift, one may argue, from the context of the university to the context of schools. Our 'data' also generated questions concerning the covert source of initiatives and influence. It seemed less satisfactory to describe all 54 activities as school or teacher initiated - there were often outside influences that needed to be acknowledged. Having said this we still have to admit that the way in which we finally analysed the various exercises leaves much to be desired. Our analysis is inevitably reductionist, and incapable of representing the nuances of meaning and relationship that we began to perceive when reading the material. We would maintain that this can only be attempted in case study which makes 'thick description' possible.

Clearly the generation of categories and the classification of each activity depended largely on our subjective judgement. The only indisputable dimension for analysis was the designation of the activity according to educational sector i.e. primary, middle, secondary, further, higher or special. Even here comparison was made difficult because the age range covered by a particular sector often varies according to local authority arrangements. Notwithstanding problems such as these are ventured to identify a number of categories and dimensions which we organised in the following way:

1. CATEGORIES

(a) Levels

In the first instance it seemed prudent to classify activities according to the levels at which they principally operate i.e. classroom, departments or whole institution. This gave us our major categories, each of which has been allocated a separate section in the Register (Part B). We defined these categories according to the following criteria:

INSTITUTIONAL SELF-EVALUATION (Section 1)

This refers to whole school or college self-evaluation although it need not necessarily imply that all staff and all areas of curriculum and organisation are evaluated, but that the activity is visible as a 'school/college' activity. Activities which are initially department or classroom-based, or concern an issue which is 'institution-wide', are included in this section if they form part of a whole school/college programme.

DEPARTMENTAL SELF-EVALUATION (Section 2)

This category includes those activities which focus on a discrete organisational unit (excluding single classrooms.) Normally evaluation procedures are designed and conducted with little reference to the rest of the institution (although the unit might volunteer a report to institutional colleagues or outsiders).

TEACHER SELF-EVALUATION (Section 3)

This includes both the evaluation by teachers of their own classroom performance, and the evaluation of classroom interaction and learning processes and outcomes. The crucial feature is that the exercise is conducted principally by the teacher who has responsibility for the classroom on which the evaluation focuses.

Note: There is some cross-referencing between these categories. For instance we have evidence of a whole school curriculum review and an individual teacher self-evaluation taking place simultaneously in the same school (Combe Pafford School, Torquay). This cross-referencing is achieved through a system of endnotes (see Introduction to Part B).

(b) Sectors

Within each section of the Register activities which occur in the same sector of the education system are grouped together. This is indicated by a letter in column (a) of the summary charts which begin each section. Thus:

H - Higher education (colleges and universities)

F - Further education colleges

S - Secondary schools

M - Middle schools

P - Primary schools

Sp. - Special schools

Note: Schools are designated to a sector according to the school's/teacher's own definition - not according to age range, about which we had little precise information.

2. DIMENSIONS

These are recorded at the top of columns (c) to (v) of the summary charts in each section of the Register. However the labels need some explanation in terms of the criteria we used for describing activities in different ways. Thus:

Initiatives (columns c,d,e.)

This heading is used to identify a 'prime-mover' or initial stimulus. The influence of this agent need not be very great; an LEA checklist or the comment of an adviser may have stimulated a school to initiate an activity of this nature without imposing an obligation to do so. Thus the school may have made the initiative its own i.e. in no way felt it was responding under duress. The analysis of individual exercises in the Register gives some indication of occasions when a number of different individuals or groups have contributed to establishing an initiative.

Three sub-groups of initiators seem to be identifiable:

- the schools/teachers themselves (or colleges/lecturers if F.E. or H.E.)
- LEAs
- others (e.g. academics, teachers' centres, Schools Council etc.) The precise nature of any initiative of this kind is identified in end notes.

Involvement (columns f,g,h,i)

This dimension relates to those who are actually involved in the conduct of the evaluation:

- senior teachers (senior and middle management)
- teachers (all levels) This implies the active involvement of ordinary classroom teachers in the conduct of the evaluation (not just as informants)
- LEA (e.g. officers or advisers)
- others. Once more some specification is made in end notes. (e.g. academics, teachers' centre, wardens, governors, parents, pupils.)

Note: This classification appears to distinguish 'insiders' from 'outsiders'. In relation to particular evaluation exercises this is not necessarily so since evaluation at departmental, or classroom level, may involve others from within the institution (e.g. from another department) in the role of an 'outsider'. Our data suggests this was rarely the base but where it did occur a note to that effect has been made.

Purposes (columns j,k,l.)

We were able to identify (to a greater or lesser extent) three kinds of purposes which self-evaluation serves:

- accountability. This can refer to the rendering of account either to those outside the schools/ colleges e.g. parents, LEA; or within the school/ college, e.g. teacher to HOD; HOD to Head - and vice versa.
- professional development., including INSET activities.
- curriculum and course review and development.

Inevitably these strands are interrelated, indeed some commentators would argue that some purposes are subsumed by others however our data suggests that schools and colleges stress certain purposes rather than others. We thought it was worth trying to identify those emphases which emerge most strongly.

Organisation (columns m and n.)
This dimension was the most difficult to find appropriate labels for. Many of the terms we experimented with seemed value-laden, if not prejorative (depending on your view). The two we finally selected are not precise descriptions but they indicate an important distinction in the way self-evaluation exercises are organised.

- Rational management. In this form of organisation the exercise of self-evaluation is linked to the management structure of the school, department etc. For example, classroom teachers might prepare reports for their HODs who then prepare reports for senior management. Information tends to flow upwards through a series of policy-making levels/ committees, although not exclusively. Sometimes procedures are sensitively devised to give protection to the least powerful and to allow some information to flow downwards.

- Collegial. Exercises in this category are not obviously linked to the management structure of schools/colleges. There is usually a deliberate effort to put management roles to one side and encourage full and equal participation by all those involved in the evaluation. Specific procedures may be developed to protect the least powerful, or to facilitate information flow in all directions.

Note: The definitions we give tend towards 'ideal types'. As with all 'ideal types' they are rarely represented in reality, in any pure form. All we do here is indicate what we consider the predominant organisational characteristics of some self-evaluations.

Focus (columns o,p,q.)
This refers to the kinds of substantive areas on which various evaluation exercises concentrate. The dimension could be sub-categorised in various ways but the following seem appropriate:

- Antecedents. Following Clift's (1981) use of Stake's (1967) conceptual framework to analyse the ILEA booklet of prompting questions for self-evaluation (ILEA, 1977), we have used this heading to indicate a focus on the evaluation of pre-conditions rather than the actual processes of teaching and learning. The term encompasses both antecedent intentions (e.g. aims, objectives, goals) and antecedent conditions, such as the nature of student/pupil intakes (e.g. YRQs, socio-economic backgrounds), resources (e.g. teacher qualifications and experience, curriculum materials) and the kinds of procedures which are assumed to be prerequisites of satisfactory educational transactions (e.g. management and communication procedures). Curriculum review, for example in terms of the HMI 'eight areas of experience' (DES, 1978), might be of this kind.

- Processes. This decription is confined to those processes which involve pupils/students and directly contribute to their educational experience - (e.g. pupil-pupil intentions teacher-pupil interaction and the analysis of 'on task' activity). Processes can include transactions which take place outside the classroom (e.g. those related to pastoral care), as long as they involve pupils directly.

- Outcomes. Normally this term refers to pupil learning outcomes (i.e. products) whether quantitatively or qualitatively described. Outcomes are not necessarily confined to the cognitive domain (e.g. acquisition of knowledge, intellectual skills or understanding); they might be affective (e.g. feelings, attitudes and values) or psycho-motor(e.g. bodily co-ordination).

Methods (columns r,s,t.)
Two distinct approaches (which can be further sub-divided) seemed to emerge from the data:

- Meeting-based. This includes evaluations conducted through staff meetings, working parties, conferences, courses, (and in the case of the individual teacher working alone, through personal reflection).
- Research-based. This describes those exercises in which there has been some formal and fairly systematic effort to collect and analyse 'data'. Two particular research approaches are identified although many exercises might best be described as 'eclectic'.

(i) quantitative - data might include test results, results of public examinations and the use of interaction schedules.

(ii) qualitative - data here might include dairies, interviews, audio and video recordings.

Note: These two approahces seem to be associated with positivist and interpretative theoretical perspectives, respectively. However it is unlikely that all schools/ teachers could articulate the theoretical rationale for the approach they adopt, and the 'eclectic' mode suggests a lack of commitment to one, to the exclusion of the other. In other words, whereas we have 'evidence' of methodology, we can only 'infer' theoretical perspective.

Reports (columns u,v.)
After some consideration we rejected the written/oral report dimension in favour of a description of audience. (Publicly available written reports are referred to in the end-notes) Audiences are simply described as:

- Internal e.g. self, colleagues within the institution.
- External e.g. parents, governors, other colleagues/ professionals outside the institution ,university assessment boards etc.

(More detail is given in endnotes)

Postscript

In retrospect it now appears rather odd that we did not identify a dimension of 'action' describing what happened as a result of exercises in evaluation - after all improvement of practice was an explicit or implicit aim of most, if not all. We can only attribute this omission to the fact that the data we gathered were mostly concerned with evaluation procedures, and rarely gave us details of changes in practice which took place subsequent to reporting. We should, of course, emphasise that most of the activities reported to us were still at the planning stage, in their infancy, or as yet incomplete. The irony of this omission must have struck teachers when we returned our accounts of their exercises for clearance (see Methodological note). A number included some description of subsequent action in their replies and these have now been added to the relevant 'Notes'. If it is still too early to see much evidence of change it is surely the most important area for future research on evaluation.

DISCUSSION

If we were to retain the sequence in which our research was carried out then the Register (Part B) would precede this section. It was not until we had described and classified each activity that we began to look for common themes and issues. We eventually decided to present this occasional paper in its present format in order to distinguish the more general discussion (Part A) from the particular examples (Part B). We judged that this would be more useful.

After returning the 54 individual analyses to schools and colleges we were given clearance of 52 (see also Methodological note). Our next task was to search our data for recurring patterns. The first, and conceivably most important, thing that we noticed was that no exercise was exactly like any other. This had been our first subjective impression but it was reinforced by the fact that our codings of individual activites (see summary charts in Part B) presented us with 52 different permutations. Throughout the following discussion this point needs to be borne in mind. Towards the end we present a typology of institutional self-evaluations although it is not our intention to diminish the essential uniqueness of each activity. First, however, a word about the distribution of our self-selected sample.

DISTRIBUTION

By far the greatest number of activities reported to us had taken place in secondary schools (n 31). A number of factors may account for this. The first is connected with the way we collected our data. Advertisements were placed in the educational press towards the end of the summer term, 1981. Schools, colleges and teachers with documents relating to their activities could send them to us without too much inconvenience, but those who needed to write up their work may well have felt that they could ill-afford the time at this busy period in the year. The bias in our sample may therefore be attributable to the fact that secondary schools, by virtue of the their size, generally use the written mode of communication more frequently than smaller and more cohesive primary schools. On the other hand, it could be that the requirements of the 1980 Education Act, particularly those relating to the publication of examination results and curricular arrangements, are putting relatively greater pressure on secondary schools to evaluate their work - at least at institutional level. It certainly seemed significant (though not in a statistical sense) that the preponderance of secondary sector activities reported to us were at the level of the whole school (n21).

Like the primary sector, responses from the tertiary sector were relatively few (n.8). If we had placed an advertisement in the Times Higher Education Supplement we might have received more. Only one activity could be located in the F.E.sector - and this was at an industrial training school, rather than a conventional F.E.College. In contrast to secondary schools, a larger proportion of activities in the H.E.sector were conducted at departmental level (5 out of 7). This is not really surprising considering the organisation of universities and polytechnics and the size of some of their departments.

Geographical distribution of activities was similarly uneven. Figure 1 indicates the location of exercises in F.E. and H.E.institutions, and Figure 2 does the same for schools. We have evidence of too few activities in the tertiary sector to suggest any pattern but the 'scattergram' for schools reveals a distinct clustering around London, the Midlands and the western portion of East Anglia, and, to a lesser degree, in the south and south-west. Many of the activities in these areas have a strong connection with higher education or INSET providers (e.g. the universities of Aston, Birmingham, Bristol, East Anglia, Exeter, London, Leicester, Loughborough, Southampton, Sussex, Warwick, The Open University and the Cambridge Institute of Education). Here again the pattern may have been influenced by the way we collected data, because some of our contacts were made through our use of networks (CARN, for instance). Nevertheless it is interesting to speculate whether schools with university/INSET links are more inclined to respond to an inquiry from another university, or whether they genuinely lead the field in this kind of endeavour.

Figure 1 Numbers relate to those in the Register; in each case the first digit indicates the relevant section. Circled numbers indicate exercises connected with CNAA validation procedures.

Activities in Schools

Figure 2 Numbers relate to those in the Register; in each case the first digit indicates the relevant section. Numbers which are underlined indicate exercises linked with INSET providers.

The link with H.E. and INSET providers is important for another reason. The assumption on which our research was based was that activities reported to us were 'self' (i.e. teacher on school/college) initiated. Our original inquiry stated: *'we would like to document more fully the range of activities at classroom, department or whole school level arising from internally defined professional needs.* (You will find a copy of the original advert. in Appendix C). The data we received suggested that initiatives were less clear cut than we had imagined. Some activities appeared to respond to initiatives elsewhere (e.g. an LEA scheme in another authority, an HMI discussion paper, or CNAA validation procedures); some were attempts to pre-empt the imposition of an external scheme by establishing an in-school initiative first; others were the response of individuals to the combined demands of self-evaluation and higher degree requirements. While it is probably true that all the activities recorded in the Register were genuine attempts by schools, colleges and teachers to meet their own needs, there were indications that the exercises they conducted were also designed to respond to external pressures. Thus the suggestion of an LEA adviser, an higher degree supervisor, on an INSET co-ordinator may have encouraged the development of what was still, basically, an internal initiative.

ORGANISATIONAL TYPES

The strength of an approach to research which sets out to derive theory from practice, rather than to test a number of pre-specified hypotheses, is that it increases the possibility that some things will be discovered that were not anticipated by the researcher at the outset. This was certainly true in our case. At the beginning of our investigations we were most interested in questions such as: What is being evaluated? How? For what purpose? As our work progressed we became increasingly aware of the importance of organisational structures. Our impression was that the answers to our earlier questions were in some way dependent on an answer to a question concerning the management of evaluation. (It is interesting that our original pro-forma contained no heading to cover this organisational dimension).

As we pointed out in the previous section we eventually identified two distinct organisational strategies: one we called 'rational management', the other we called 'collegial'. One or two activities were in a stage of transition between the two organisational styles, but mostly they either had a rational management style of

organisation or they were organised collegially. In other words, this dimension presented us with fairly clear-cut alternative organisational styles. Examining our data, we discovered that of our 52 examples we had identified a strong organisational style in 35. Omitting two teacher self-evaluations which were very much special cases (see Methodological note, and 3.3 and 3.4 in the Register), we noted that we had designated 16 institutional and departmental activities, representing all three educational sectors, as having a rational management form of organisation. 17 others we had described as 'collegial'. Hypothesising that these two organisation styles might represent two types of evaluation, we next examined our data to see if there was a relationship between the organisational dimension and the others we had identified. Figure 3 summarises our analysis.

What emerged is interesting. From our small sample, it seems that a rational management style of organisation is more likely to be associated with evaluation conducted chiefly by senior staff (heads of department and above), primarily for purposes of accountability or curriculum review, focussing particularly on antecedent conditions (e.g. aims, objectives, management structures), and using meetings and discussions as its main vehicle (usually discussions between heads of department and headteachers, or heads of department and their departmental staff).

Collegially organised evaluations, on the other hand, are more likely to be conducted by staff at all status levels, primarily for purposes of professional or curriculum development. Antecedents, processes and outcomes all become foci but relatively greater emphasis is given to educational processes. Meetings and discussions again feature prominently but qualitative research is also an important method.

You may have noticed that in Figure 3, in contrast to our original classification of the 'involvement' dimension, we recorded only the involvement of different groups of 'insiders'. Involvement of outsiders is more pervasive affecting for example who initiates the exercise and the reporting employed. This was particularly true for INSET providers from universities and institutes of education. It is interesting, and perhaps significant, that the universities of Birmingham Warwick and Aston, and the North West Educational Management Centre were associated with some activities of the rational management kind; while the Cambridge Institution of Education, the Centre for Applied Research in Education at the University

Figure 3. Organisational type matrix.

		ORGANISATION	
		Rational management	Collegial
INSIDER INVOLVEMENT	Senior Staff	9	1
	Staff-all status levels	7	16
PURPOSES	Accountability	11(3)	0(4)
	Professional development	2(9)	8(6)
	Curriculum review/dev.	7(6)	8(5)
FOCUS	Antecedents	11(4)	3(9)
	Processes	2(8)	5(9)
	Outcomes	4(7)	3(11)
METHODS	Meetings,discussions.	10(4)	9(5)
	Quantitative research.	3(7)	0(4)
	Qualitative research.	1(7)	8(3)
REPORTS	Internal audience	10(6)	9(8)
	External audience	1(9)	1(11)

Note: Figures refer to the total numbers of relevant activities identified in the Register. Unbracketed numbers refer to strong identifications of the dimension on the vertical axis; bracketed numbers refer to moderate identifications. (See also the note about codings in the introduction to Part B.).

of East Anglia, the London Institute of Education, the Universities of Bristol, and Exeter, and the College of St.Mark and St.John, Plymouth, were associated with collegially organised evaluations. Could this reflect the emergence of two distinct traditions of in-school/college evaluation? We suspect it does.

Both organisational forms of evaluation did however share one thing in common, apart from the importance they both attached to meeting and discussion. Consistent with the perception that initiatives were primarily stimulated by internal needs, was the identification of insiders as constituting the principal audience for any report. This suggests that any explicit accountability purpose should be interpreted as accountability to colleagues rather than accountability to parents, employers, or political masters. Even so, the apparently strong relationship between evaluation for in-school accountability and a rational management style of organisation suggests that accountability to colleagues involves, as Ebbutt (1981) has observed in a similar context, 'the justifications and explanations teachers owe to their superiors for how they earn their money and spend their time. As such, accountability is structurally hierarchical and reveals a bureaucratic relational, ultimately legalistic, aspect' (p.11)

The fact that there was little explicit mention of accountability in the context of collegially organised evaluation, does not necessarily imply that it was altogether absent. It has been argued elsewhere (Sockett, 1980; Open University, 1982) that if teachers are committed to the evaluation and improvement of their practice then they are being professionally accountable, albeit in an implicit way. In this case however the imperative is moral rather than legal-formal. It is therefore possible to argue that whether or not it has been consciously noted, an element of accountability (or responsibility) is present in all our examples. The difference is that the moral/implicit mode of accountability more usually characterises evaluation organised on a collegial basis, whereas the legal-formal/explicit mode of accountability often characterises evaluation of the rational management kind.

The East Sussex Accountability Project (1980) recently attempted a conceptual analysis of accountability and identified three facets: 1) answerability to clients (moral accountability) 2) responsibility to one self and one's colleagues (professional accountability), and 3) accountability in the strict sense to one's employers or political masters (contractual accountability). Elliott (1980) reporting on the work of the Cambridge Accountability Project, took issue with this analysis and asked 'why can't teachers feel answerable to each other and responsible towards parents?' and, 'if these two attributes can't be confined to different audiences, can we attribute strict accountability solely to contractual relations with employers' (p.89) On the basis of our evidence we are inclined to raise the same questions as Elliott. The prominence of internal audiences for reports of self-evaluations would place most of our examples in the category of professional accountability procedures, according to the East Sussex classification. Thus answerability and strict accountability would be excluded. However our evidence suggests that there is a strong element of strict accountability in some in-school activities, and an implicit element of answerability or moral accountability to self and colleagues, as well as parents and pupils, in others . In our judgement, therefore, the East Sussex clasification oversimplifies what is happening at school level because it links modes of accountability (moral, professional, strict) too tightly to particular audiences (clients, colleagues, employers). Moreover, it is surely not the case that moral, professional and strict accountability are necessarily mutually exclusive. We would argue, for instance, that professional accountability can possess both moral and legal-formal (strict) aspects. Thus, while it may be legitimate to describe all forms of accountability to colleagues as professional accountability at least two subvariants need to be acknowledged i.e. professional accountability of a moral kind, and professional accountability of a legal-formal kind. Certainly some such distinction would appear to be embedded in our examples.

The way we analysed our data suggests that organisational style may be a key variable in school and college-initiated self-evaluations. This is at a practical or operational level. On the basis of this distinction we have already gone beyond our data to propose two types of accountability implicit or explicit in our examples. We want to continue this more theoretical discussion by proposing also that our two organisational types represent two contrasting socio-political conceptions of evaluation: one built on what sociologists call a positivistic or systems perspective,

the other grounded on an interpretative or humanistic perspective.

In a paper on the evaluation of school science departments, Brown, McIntyre and Impey (1979) draw a distinction, between authority-based and responsibility-based evaluations:

> We wish to present two contrasting socio-political conceptions of evaluation. One of these is based on the idea of authority, while the other is based on the idea of responsibility. According to the former conception, those in a position of authority make decisions about what ought to happen, communicate their prescriptions to the other people concerned, and subsequently evaluate the practices of those others by assessing the extent to which they conform to the predetermined ideal pattern; the criteria for the evaluation are based here on prescriptions for other people's activities. According to the responsibility-based conception of evaluation, any individuals or groups, irrespective of their position, decide what state of affairs they want to bring about and plan how to achieve this state of affairs, attempt to implement their plans, and then evaluate the outcomes of their actions in terms of the extent to which their goals have been attained; the criteria for the evaluation are based here on the plans for which one is oneself responsible.
>
> (Brown, McIntyre and Impey, 1979, p.183)

In some ways this formulation seems to encompass both the operational/organisation distinction and the more theoretical socio-political and accountabilty distinctions that we have proposed. We should however emphasise that whether the examples we were given were authority-based or responsibility-based is a matter of some speculation; we could not deduce this from our data with any degree of certainty. In other words to say that collegially organised self-evaluations are responsibility-based, and rational-management evaluations are authority-based is a matter of inference - it is not self-evident. Moreover we can only usefully employ the authority-based/responsibility-based distinction if we acknowledge a further caveat. Brown, McIntyre and Impey seem to assume that the character of an initiative and the style of its operation are the same. This need not necessarily be so. For instance a head teacher may have initiated a self-evaluation but then left his or her staff to conduct the activity as they saw fit. (This was certainly true of one activity at Stantonbury Campus, recorded

in Open University, 1982). In cases such as these the authority/responsibility distinction is far from clear cut; an observation which serves to remind us that the data of real examples rarely conform to the neatness of theory.

Bearing these important qualifications in mind, we still find the authority/responsibility distinction useful and would like to develop it further by proposing a tentative typology of insider evaluations at institutional or departmental level. The two forms we propose are not exactly 'ideal-types' because they do not represent opposite poles in terms of their dimensions. Moreover since they have been generated from our data the relationships between various dimensions and constructs are empirical rather than logical.

TYPE A: Authority-based institutional self-evaluations.

Operational dimensions

Internal involvement and control:		senior and middle management.
	Purposes :	explicit accountability and curriculum review.
	Organisation :	rational management.
	Focus :	antecedents and outcomes (input-output)
	Methods :	meetings plus collection of mainly quantitative data.

Theoretical constructs

Mode of accountability to colleagues	: legal-formal (explicit)
Socio-political perspective	: positivistic or systems theory.
Evaluation tradition	: systems analysis; objectives, management or technology models.

TYPE B: Responsibility-based institutional self-evaluations

Operational dimensions

Internal involvement and control	:	all status levels
Purposes	:	professional development and curriculum development
Organisation	:	collegial
Focus	:	processes
Methods	:	discussions, plus collection of mainly qualitative data.

Theoretical constructs

Mode of accountability to colleagues	:	moral (implicit)
Socio-political perspective	:	interpretative or humanistic
Evaluation tradition	:	the transaction model (i.e.responsive, illuminative, democratic ethnographic.)

Throughout this discussion we have emphasised that although our data goes some way towards supporting this typology we have no evidence of activities which represent our 'types' in pure form. Most of our examples are some kind of amalgam of the two. This is not surprising since, by their nature, typologies and models cannot take account of particular circumstances, needs, pressure or contexts. However, insofar as our 52 evaluations 'approximate' to one type rather than another, and there seems to be sufficient evidence for suggesting that they do, these two formulations are a useful way to begin to make connections. According to our analysis in the Register (Part B), examples 1.4, 1.6 1.7, 1.12, 1.14, 1.17, 1.20. 1.21 1.24, and 2.9 share a number of the characteristics of Type A. Examples 1.2, 1.5, 1.9, 1.11, 1.13, 1.16, 1.27, 1.29, 2.4, 2.6, 2.8, 2.11 and 2.12 approximate to Type B. You might like to check this.

TEACHER SELF-EVALUATION

All that has been said about organisational style is, of course, almost totally irrelevant to teacher self-evaluations. Unless teachers involve their professional colleagues as 'outsiders' in relation to their own activities, management of others does not feature strongly (see, however, 3.3 and 3.4 in the Register). Add to this the fact that we received only eight descriptions of individual exercises, then we can say little about this group with any confidence. Once more the small number of responses we received may be attributable to the way in which we collected our data. Our request invited written accounts, but teachers, who are their own audience when self-evaluating may feel little compulsion to commit their work to paper. Thus writing a report especially for us imposed an additional task on the teacher.

Nevertheless, even with so small a sample we were able to note that all eight teachers were interested in using evaluation as a means to improving their professional practice. Only one had any explicit accountability purpose in mind, and this only marginally. What was also interesting, was that all but one had an external audience in addition to themselves. For five of the eight this included those who would examine the higher degrees that they were pursuing at the time. One wonders what incentive there is for engaging in a formalised activity, considering the amount of time and energy it requires, unless there exists some extrinsic stimulus. That may appear cynical but the number of times higher degree or diploma work was mentioned (in connection with departmental and institutional evaluations as well) suggests a career incentive that cannot lightly be dismissed.

METHODOLOGICAL NOTE

As we noted earlier, our discussion rests on the interpretation of a small self-selected sample of responses to our inquiry. This sample cannot be regarded as typical so anything we have postulated has the status of an hypothesis that needs to be tested. There are two ways of doing this: one is to establish generalisability through for example, a statistical survey based on a random or representative sample

(the quantitative method); the second involves assessing whether a particular hypothesis or theory applies in a particular context, in other words, establishing whether a proposition holds true from one instance to another (the qualitative method). For the reader with access to only one other context (his/her own school or college) the latter method may possess the greater relevance. It is often argued that what teachers want is not general statements but descriptions of practice that illuminate their own situations.

In a review of this kind it is particularly important to regard statements as tentative because the identification of categories and dimensions, on which our discussion was based, relied heavily on our subjective judgement of documentary evidence. We did however take some care to establish the validity and reliability of our analysis. Our first step in this direction related to the analysis for each school/college. After we had categorised each activity and compiled an accompanying set of notes we returned these to schools and colleges for clearance. Only two accounts were witheld: one because the deputy head who had initiated an activity in his school had since moved; the other because the teacher involved felt that her activity was too unsophisticated to appear in a review such as this (!).

This clearance procedure also gave those who had sent material to us, an opportunity to check our analysis and amend it or comment on it as they saw fit. (In Part B, these amendments are indicated by asterisks and italics). In this way we were provided with a 'responsive validation' of our work.

A second validation procedure involved sending all the raw data to another institution (Loughborough University) where John Boyall a post-graduate student, attempted an analysis of his own. He had no knowledge of our analysis at the time so the questions he asked of the data were inevitably rather different. What is therefore most interesting, from our point of view, are some of the similarities in the two analyses. (A slightly shortened version of his anlysis can be found in Appendix B.)

Despite these two efforts to establish the integrity of our work we are well aware that what was validated was our interpretation of documents or descriptions supplied by our contacts in schools and colleges. It was these same contacts who were asked to verify our accounts. This assumes that they were able to represent a consensus view of the activity in their institution. Clearly this is not necessarily the case. This point was brought home when we later embarked on a case-study of one particular activity. What, on the basis of our documentary evidence, we had confidently designated a collegial exercise, became infinitely more complex when we began to collect perceptions other than those offered by the deputy head, our initial contact. Despite the democratic aspirations of the self-evaluation project, those staff at the bottom of the school's status hierarchy felt to some degree coerced into participation. It seemed that however the self-evaluation exercise was organised, the conventional organisation of the school intervened. Thus while the purpose of the activity was to encourage professional development, some teachers unavoidably felt 'held to account' by those they viewed as their superiors, although this was in no way the intention of senior staff.

All this serves to reiterate the point that we made earlier: that this kind of review can only begin to indicate the kinds of questions that need to be explored in greater depth. This is why we regard case-study as a necessary next step in research of this kind.

Part B

Register

INTRODUCTION

Having generated a number of categories and dimensions, and specified the criteria we were going to use to classify the material we embarked on the compilation of this register. It is organised in the following way. Sections are allocated to the three major categories of self-evaluations: institutional, departmental, and individual teacher. Each section begins with a series of summary charts which offer a breakdown of each activity according to the dimensions identified in Part A.

Coding

Dimensions (columns c to v) are coded in the following way:

	Past/Present	Future(projected) activity
Strongly identifiable (Predominant)	● ●	O O
Moderately identifiable	●	O

In order to identify clusterings/patterns among the various dimensions we have risked offending some teachers, colleges and schools by noting only those elements which are at least moderately clear. We recognise that features we have not identified may be implicit in some self-evaluation procedures. Note: a question mark indicates ambiguous evidence. If schools, colleges or teachers wished to add to our codings we have indicated their addition by asterisks. Usually they provided evidence to support their addition. Although it is possible to 'read' across each school's/college's entry in the summary charts and gain some impression of the kind of exercise that teachers are engaged in, charts, tables and grids are designed to enable comparison rather than portrayal of individual cases. For this reason the summary charts are followed by a series of notes which expand on the dimensions that are identified. Thus the superior numbers which appear with the codings refer to specific end notes.

A word by way of qualification. It occurs to us that the way we have chosen to design and code our summary charts bears a remarkable resemblance to Which reports! For this reason we should emphasize that we are not in the business of identifying 'best buys' or 'value for money'. As far as humanly possible we have tried to provide a purely descriptive analysis here. The arrow joining columns indicates a change in the coding over the time of the activity".

Section 1

Institutional Self-evaluations

	SECTOR	NAME	INITIATIVE			INVOLVEMENT				PURPOSES			ORGANISATION		FOCUS			METHODS			REPORT	
			SCHOOL/TEACHERS	LEA	OTHERS(H.E;T.C;B.C;)	SENIOR TEACHERS	TEACHERS(ALL LEVELS)	LEA	OTHERS(academics,T.C.staff etc.)	ACCOUNTABILITY	PROFESSIONAL DEV.(INSET)	CURRICULUM/COURSE REVIEW & DEV.	RATIONAL MANAGEMENT	COLLEGIAL	ANTECEDENTS(AIMS,CONDITIONS)	PROCESSES	OUTCOMES	MEETINGS,CONFERENCES ETC.	QUANTITATIVE)) RESEARCH	QUALITATIVE)	INTERNAL	EXTERNAL
1.1	H	HERTFORDSHIRE COLLEGE OF HIGHER EDUCATION[1]	●		●[2]	● ●	*		●[2]	● ●		●[3]	●[4]		●[5]	●[5]	●[5]	*	●	●[6] *	●	●[7]
1.2	S	BRIDGEWATER HALL SCHOOL, STANTONBURY CAMPUS, MILTON KEYNES[1]	●[2] ●		●[3]		● ●	●[4]	●[5]		●[6] ●	●		● ●	●	●	●	●[7] ●	●[8]	●[8]	●[9]	●[10]
1.33	S	CARISBROOKE HIGH SCHOOL, ISLE OF WIGHT[1]	●[2] ●				● ●	●[3]	●[3]	●[4] →	● →	●	●[5] →	● ●	●[6] ●		●[6]	● ●			●[3]	●[2]
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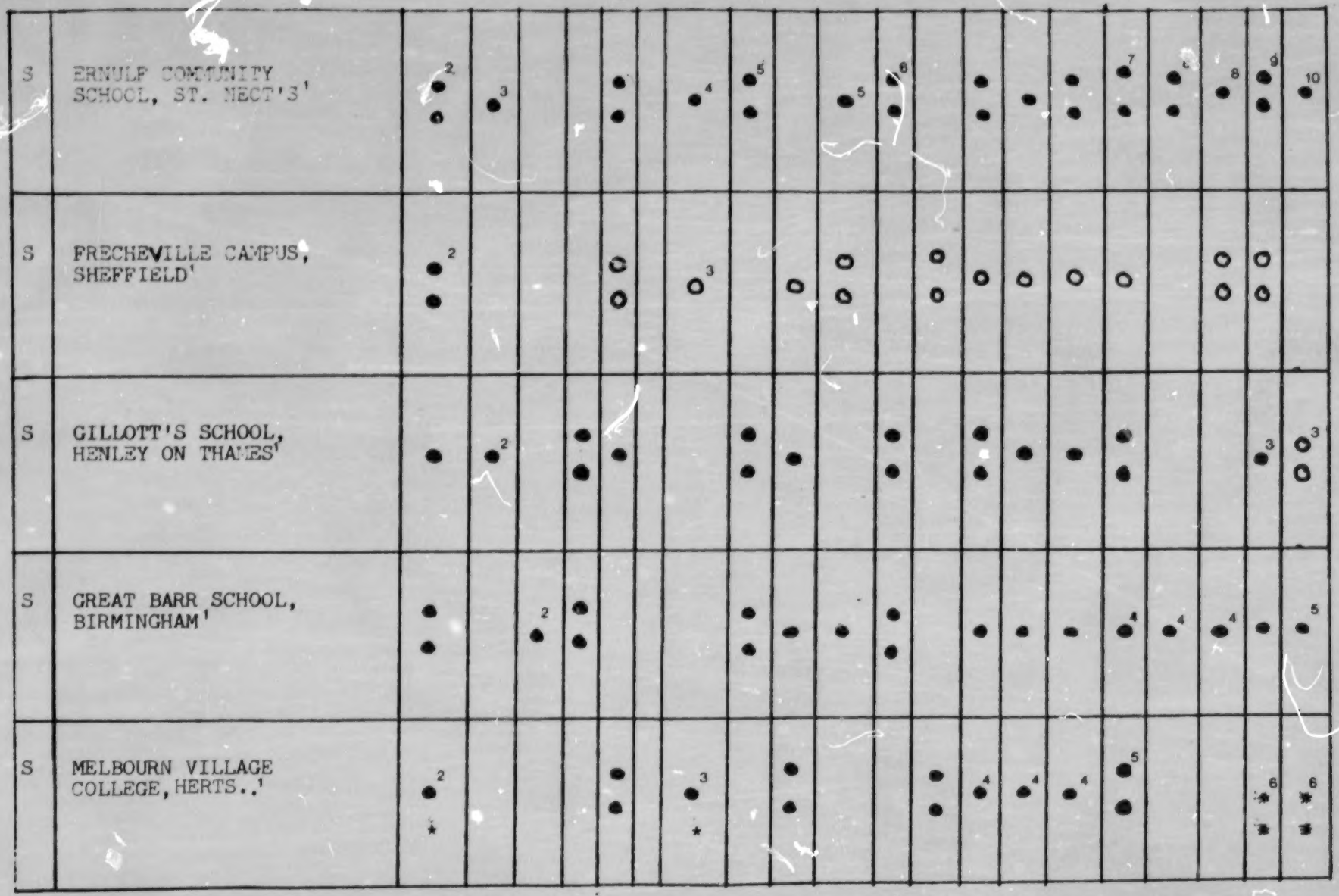
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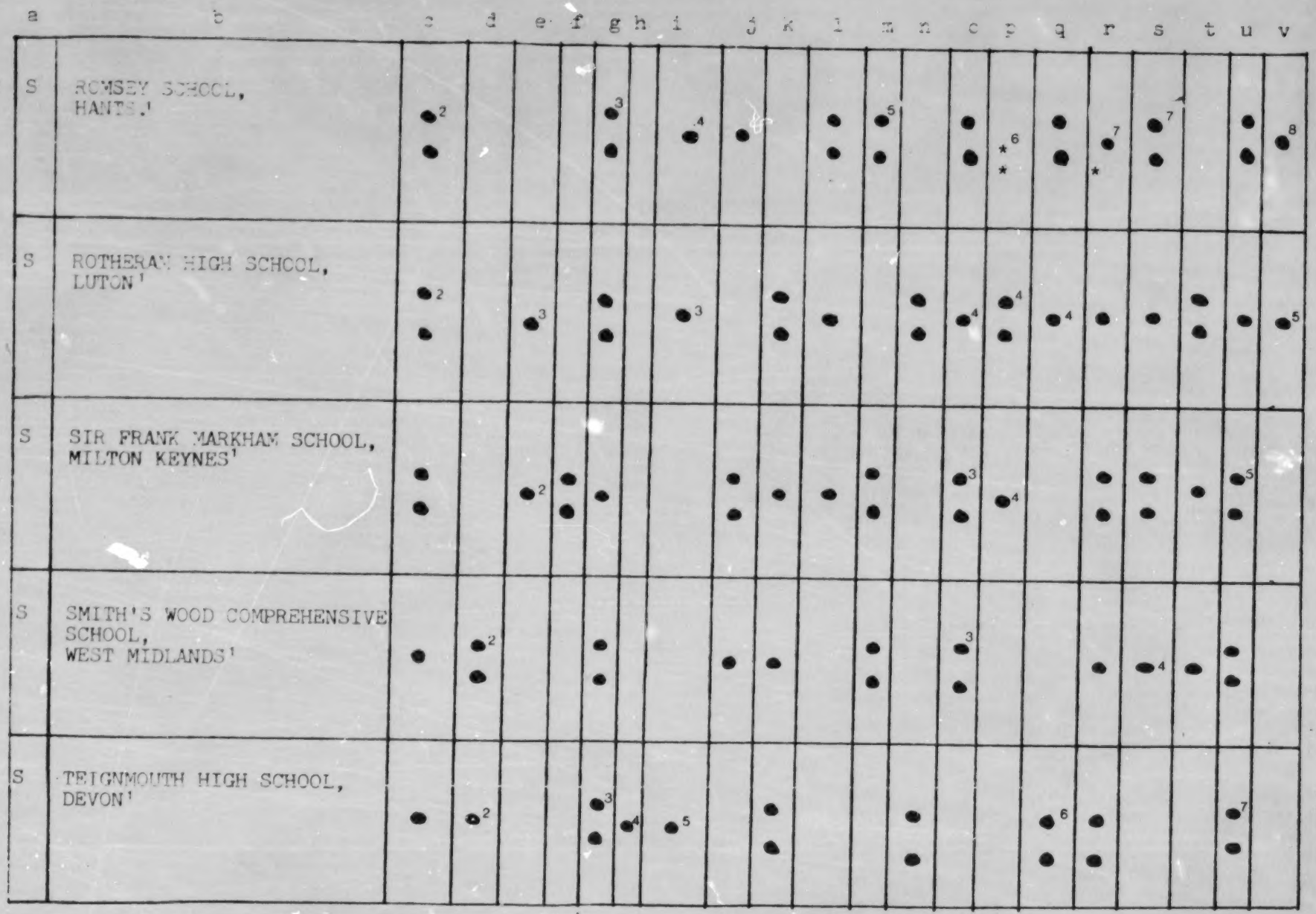
S
ERNULF COMMUNITY SCHOOL, ST. NECT'S'
1.5
S
FRECHEVILLE CAMPUS, SHEFFIELD'
1.6
S
GILLOTT'S SCHOOL, HENLEY ON THAMES'
1.7
S
GREAT BARR SCHOOL, BIRMINGHAM'
1.8
S
MELBOURN VILLAGE COLLEGE, HERTS..'

	SECTOR	NAME	INITIATIVE			INVOLVEMENT				PURPOSES			ORGANISATION		FOCUS			METHODS			REPORT	
			SCHOOL/TEACHERS	LEA	OTHERS (H.E;T.C;S.C;)	SENIOR TEACHERS	TEACHERS (ALL LEVELS)	LEA	OTHERS (academics, T.C. staff etc.)	ACCOUNTABILITY	PROFESSIONAL DEV. (INSET)	CURRICULUM/COURSE REVIEW & DEV.	RATIONAL MANAGEMENT	COLLEGIAL	ANTECEDENTS (AIMS, CONDITIONS)	PROCESSES	OUTCOMES	MEETINGS, CONFERENCES ETC.	QUANTITATIVE)) RESEARCH	QUALITATIVE)	INTERNAL	EXTERNAL
a		b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
1.9	S	PRIORY SCHOOL, WESTON-SUPER-MARE[1]	●●[2]	●[3]			●●		●[4]	○[5]	●●			●●	●	●[6]	●	●●	○[7]	●[6]	●●	○[5]
1.10	S	PUTTERIDGE HIGH SCHOOL, LUTON[1]	●●[2] ●			●●	●○			○	○○	○	●	○[3]	○	○	○	●●[4]		○[5]	○○	
1.11	S	QUINTIN KYNASTON SCHOOL, ST JOHN'S WOOD[1]	●●[2] ●				●●		○[3]	●	●	●●		●●	●●	●○	●○	●●	○	○○[4]	●●	●[5]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1.12
S
ROMSEY SCHOOL, HANTS.[1]
1.13
S
ROTHERAM HIGH SCHOOL, LUTON[1]
1.14
S
SIR FRANK MARKHAM SCHOOL, MILTON KEYNES[1]
1.15
S
SMITH'S WOOD COMPREHENSIVE SCHOOL, WEST MIDLANDS[1]
1.16
S
TEIGNMOUTH HIGH SCHOOL, DEVON[1]

	SECTOR	NAME	INITIATIVE			INVOLVEMENT				PURPOSES				ORGANISATION	FOCUS			METHODS			REPORT	
			SCHOOL/TEACHERS	LEA	OTHERS (H.E;T.C;S.C;)	SENIOR TEACHERS	TEACHERS (ALL LEVELS)	LEA	OTHERS (academics, T.C. staff etc.)	ACCOUNTABILITY	PROFESSIONAL DEV. (INSET)	CURRICULUM/COURSE REVIEW & DEV.	RATIONAL MANAGEMENT	COLLEGIAL	ANTECEDENTS (AIMS, CONDITIONS)	PROCESSES	OUTCOMES	MEETINGS, CONFERENCES ETC.	QUANTITATIVE) RESEARCH	QUALITATIVE)	INTERNAL	EXTERNAL
			a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
1.17	S	THE HEATHLAND SCHOOL, HOUNSLOW[1]	● ● ●			● ●				● ● [2]			● ● [3]		● ●	●	●		[4]		●	● [5]
1.18	S	VANDYKE UPPER SCHOOL AND COMMUNITY COLLEGE, LEIGHTON BUZZARD[1]	● [2]	●		● ●	●	● [3]	● [4]	● ●		●	● ●		● [5]	●	●	● [6]				●	● [7]
1.19	S	WEST DERBY COMPREHENSIVE SCHOOL, LIVERPOOL[1]	● [2] ●			● ●			● [3]		● [4]	● [4]	● [5]		● [6]			● ●				● ●	

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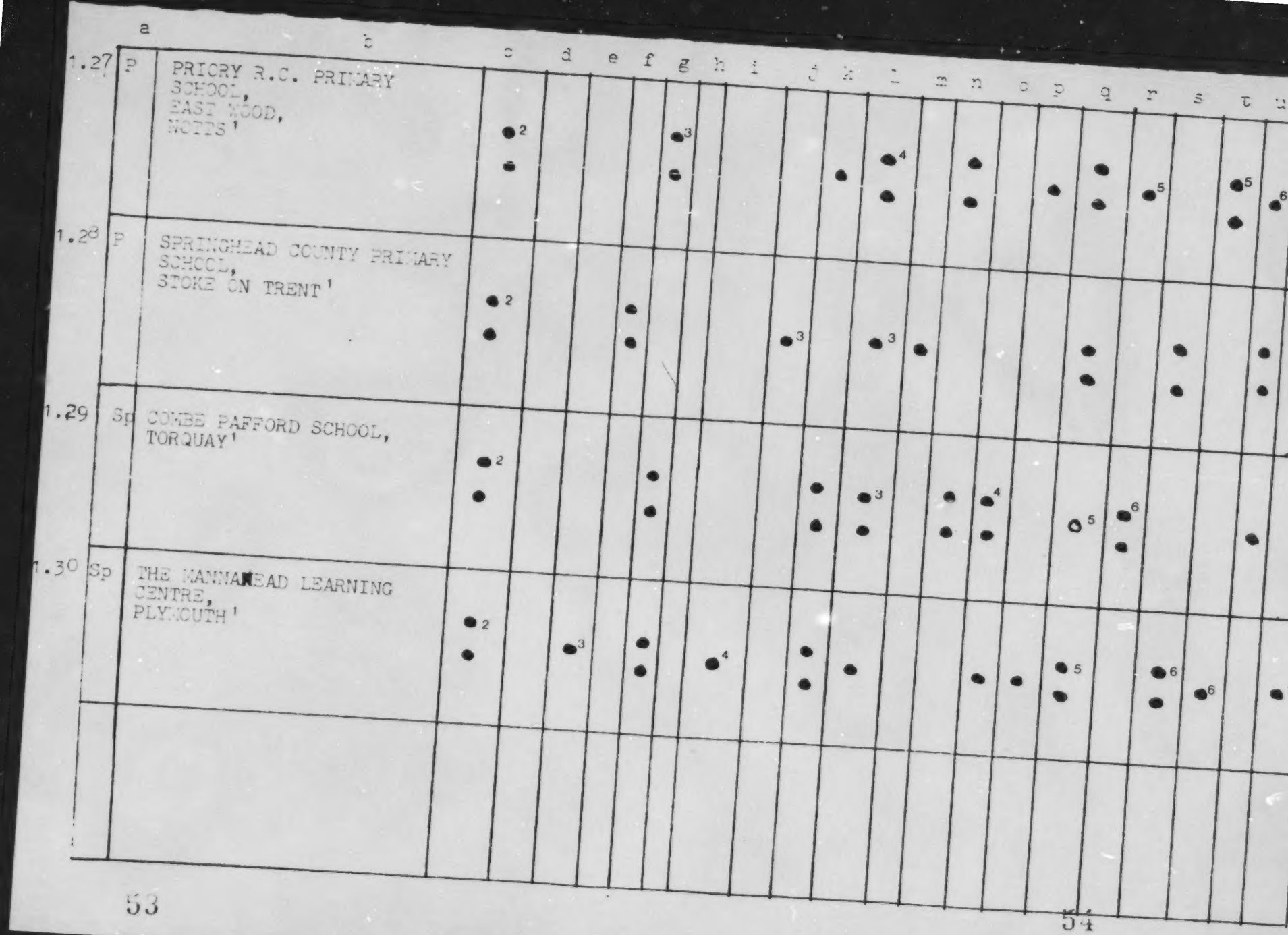
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
1.20	S	WOLLASTON SCHOOL, NORTHANTS[1]	●[2]			●[3]	●[4]			●[5]	●[6]	*	●[3]		●[7]	*[7]	●[7]			●[8]		
1.21	S	YEW TREE HIGH SCHOOL, MANCHESTER[1]		●[2]		●[3]		*		●[4]	●[4]	*	●[4]					●[5]	*	●[5]		●[6]
1.22	S	BRIDGEWATER SCHOOL, BERKHAMSTED, HERTS[1]					●[2]					*									●[3]	
1.23	M	THE GRENEWAY SCHOOL, ROYSTON, HERTS[1]	●[2]										?		●[3]							

	SECTOR	NAME	INITIATIVE			INVOLVEMENT				PURPOSES			ORGANISATION		FOCUS			METHODS			REPORT	
			SCHOOL/TEACHERS	LEA	OTHERS (H.E; T.C; B.C;)	SENIOR TEACHERS	TEACHERS (ALL LEVELS)	LEA	OTHERS (academics, T.C. staff etc.)	ACCOUNTABILITY	PROFESSIONAL DEV. (INSET)	CURRICULUM/COURSE REVIEW & DEV.	RATIONAL MANAGEMENT	COLLEGIAL	ANTECEDENTS (AIMS, CONDITIONS)	PROCESSES	OUTCOMES	MEETINGS, CONFERENCES ETC.	QUANTITATIVE)) RESEARCH	QUALITATIVE)	INTERNAL	EXTERNAL
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
1.24	P	ALL SAINTS' C.E. PRIMARY SCHOOL, COCKERMOUTH[1]	●	●[2]		●●[3]	●			●●[4]	●[4]	●●[4]	●●		●●[5]		●	●●[6]			●	●[7]
1.25	P	LITTLEPORT COUNTY PRIMARY SCHOOL, CAMBS[1]	●[2] ●			●●[3]	●	[4]	●[5]		*	*	*	*			*	*		●	*	*[8]
1.26	P	PECKHAM RYE PRIMARY SCHOOL, LONDON SE.15[1]	●	o[2]		●●				●●		●	●		●●[3]	●[4]			●			●[5] ●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PRIORY R.C. PRIMARY SCHOOL, EAST WOOD, NOTTS[1]
1.28
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SPRINGHEAD COUNTY PRIMARY SCHOOL, STOKE ON TRENT[1]
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Sp
COMBE PAFFORD SCHOOL, TORQUAY[1]
1.30
Sp
THE MANNAMEAD LEARNING CENTRE, PLYMOUTH[1]

NOTES

1.1 Hertfordshire College of Higher Education.

1. Address: Wall Hall, Aldenham, Watford, Herts. WD2 8AT.
   Contact: Hugh Jones, Head of Educational Technology.

2. An institutional evaluation policy has developed, partly in response to a request from the CNAA concerning course evaluation procedures. It is therefore linked with course accreditation (Partnership in Validation). Evaluation schemes have been devised for the college's major courses (part-time B.Ed, and full-time B.A. and B.Ed.). (See also examples in Section 2.)

3. Although evaluation enables the college to render account to the CNAA in support of requests for further periods of course approval, its major purpose is to contribute to improving course effectiveness.

4. Subject chairmen prepare evaluation reports which are then submitted to Course Directors for consideration by their course committees.

5. It is intended that all aspects of the various courses should be evaluated.

6. An eclectic approach to methodology has been adopted. Information is gathered from routine statistics, student attitude surveys, interviews, group discussions and questionnaires. Views are sought from students, course tutors, head teachers, independent evaluators, and external examiners.

7. Reports are circulated internally and are made available to the CNAA.

1.2 Bridgewater Hall School, Stantonbury Campus, Milton Keynes, Bucks.

1. Address: as above.
   Contact: Bob Moon, Headteacher.

2. The school has gradually evolved an evaluation policy which has generated a number of different activities, e.g. a meeting-based curriculum review, a research-based investigation of some aspects of the hidden curriculum (inter-personal education).

3. The research-based activity was partly stimulated by the interest of Open University lecturers in social education and collaborative research.

4. For one year (1980/81) the LEA (Bucks) allowed the school to use its total allocation of INSET funds to support school-based activities of this kind.

5. The research activity involved three lecturers and a research assistant from the O.U. They took various roles e.g. researcher, consultant, supervisor (two teachers are pursuing research degrees based on this work).

6. The evaluation programme has a clear emphasis on staff development.

7. Much of the work has been accomplished through working parties, staff conferences, research group meetings etc.

8. Student attitude surveys, interviews, questionnaires, audio recordings have also been used to gather information.

9. Reporting has largely been internal and informal.

10. .... although an account can also be found in Open University (1982) Course E364 Case Study 2: Stantonbury Campus, Milton Keynes, The Open University Press (1982).

1.3 Carisbrooke High School, Isle of Wight.

1. Address: Mountbatten Drive, Newport, Isle of Wight, PO30 5QU.
   Contact: Mr Peter Cornall, M.A.Senior Inspector for Cornwall. Formerly Headmaster at Carisbrooke.

2. The idea for school evaluation was suggested by the head (P.C.) in a document to staff as early as 1972. The subsequent development and eventual demise of this initiative (1974-1979) has been documented in a case study which Peter Cornall presented in Cambridge and Swansea (1980 and 1981).

3. Evaluation was most actively pursued in 1976. Most faculties struggled with producing criteria for evaluation and the Mathematics, and Guidance Faculties produced reports. These two areas were assisted in their evaluations by local authority advisory staff (own and neighbouring LEAs), teachers from other schools, a college lecturer, careers officers and a training officer from Industry.

4. The head's original initiative was concerned to provide a mode of accountability as well as to encourage change. It encountered hostility in some quarters (one faculty felt that to define its principles would be 'to kill them dead'). Thus there was a need to go back a stage and think about how the school's (staff's) capacity for self-criticism could be increased. Eventually the pressure of falling rolls and the need to develop a whole curriculum response to this circumstance pushed the exercise to one side - except insofar as it was implicit in curriculum planning.

5. In the first instance (1974) the head and his deputy attempted a 'full-blooded evaluation' of the English Faculty, including classroom observation. This 'frontal' assault, conducted entirely by 'outsiders' was abortive, and called for a change in strategy. In 1976 the plan was for faculties to devise evaluation criteria, then conduct their own evaluations. The support of outsiders was still strongly encouraged by the head but their involvement was open to negotiation.

6. The 1976 evaluation focused on antecedents e.g. resources, syllabuses, and, to some extent, outcomes, e.g. examination results. Direct observation of classroom processes never really got off the ground.

1.4 Ernulf Community School, St.Neot's.

1. Address: Barford Road, St.Neot's, Huntingdon, Cambridgeshire.
   Contact: Mr. Alan MacMurray, Principal (until July 1981)
   Now Principal of Hind Leys College, Loughborough.
   Acting Principal is Mr.Jerry Rowlands from Sept.1981.

2. In 1979 after the first ten years of the school development there was a need for a 'long cool look' to assess the strengths and weaknesses of the school.

3. This was given impetus by the fact that the LEA announced an inspection to take place after the self-evaluation.

4. The self-evaluation was assisted by the Chairman of Governors, a graduate computer personnel trainer, who suggested a self-assessment format. One college lecturer (Homerton, Cambridge) helped by doing an independent evaluation, another monitored it and reported it in his recent book (Holt, M.(1981) Evaluating the Evaluators, Hodder and Stoughton).

5. Accountability issues were writ large but the school's report placed equal emphasis on recommendations for action including curriculum development.

6. Although information flowed upwards no individual teacher report was made available to the Principal; these remained confidential to the teacher and his/her HoD or Year Heads.

7. Individual teacher self-assessments were discussed with HoDs who then drew up departmental reports. These were collated and summarised by deputy heads and then passed to the Principal (Alan McMurray) who compiled the final report.

8. Statistical and documentary evidence was collected, although the main instrument was a self-assessment questionnaire to teachers.

9. A report of 64 pages (20,000 words) was produced. It's emphasis on action suggested that it was primarily conceived as an internal report.

10. However it also went to Governors and the Area Education Officer. Some other LEA officers requested it, but few advisers did. (Inspecting advisers did not see it prior to inspection).

Postscript: The school has tried to tackle its recommendations for action but energy was somewhat dissipated by the enormity of the self-evalaution task and the subsequent LEA inspection.

(Comment from Alan McMurray)
The self-evaluation sparked off far more development and change than did the LEA (inspection) report, whose recommendations were both negative and nebulous and tended by and large to be ignored.

1.5 Frecheville Campus, Sheffield.

1. Address: Fox Lane, Sheffield, S12 4WV.
   Contact: John Bull, B.A., M.A. Head of Campus.

2. John Bull has only recently (1980) been appointed Head at Frechville but hopes to initiate self-evaluation/curriculum review. In his previous appointment (Deputy Head) he was involved in a review of careers and social education. He produced a case study (a 22 page 'portrayal') of this to use as a starter for discussion with his new staff. This provides some indication of the kind of self-evaluation that he (and his staff) might choose to develop.

3. In the Head's previous school a local college of education lecturer took on the role of 'critical friend' and 'agent provocateur'. Advisers might have fulfilled this function but teachers were sensitive about advisers' inspectoral responsibilities.

1.6 Gillott's School, Henley-on-Thames.

1. Address: Henley-on-Thames, Oxon, RG9 1PS.
   Contact: Mr. D.H.W.Grubb, M.Ed.Headmaster..

2. The Oxfordshire LEA four-yearly review requirement (report to be prepared in 1981-82) has stimulated a preparatory in-service activity.

3. The culmination of the exercise will be a four-yearly report to the LEA (to be presented first in 1982). The preparatory exercise involved internal discussion and report.

1.7 Great Barr School, Birmingham.

1. Contact: Mr.Michael Matthewman
   Address: 8 Whites Wood,
   Wombourne, Wolverhampton, WV5 OHR.

2. A departmental review procedure for the whole school was instituted in the school in 1977 as a response to the Green Paper published by the DES.

3. Reviews are conducted largely by the SMT who observe lessons, investigate administrative matters and submit reports to the HODs. A final report is negotiated and is put on file, then individual notes on staff are destroyed.

4. Methods used include the collection of routine statistics and a certain amount of lesson observation.

5. The process is being monitored by Mr.Matthewman who hopes to submit a report on it as the dissertation requirement of his M.Ed. (Ed.Admin.) degree at Birmingham University (1982).

[Note: Developments in assessment and evaluation at this school are also being monitored by Phil Clift at the Open University.]

1.8 Melbourn Village College, Hertfordshire.

1. Address: Melbourn, Royston, Herts.
   Contact: Dave Farnell.

2. The original initiative was taken by Dave Farnell, who perceived a need to find some way to encourage himself and his fellow teachers to further their professional development. To this end he negotiated a school-based INSET Programme which was intended to provide the 14 original participants (including two primary head teachers), with an opportunity to investigate any aspect of their teaching that was problematic to them.

3. John Elliott and Dave Ebbutt, from the Cambridge Institute of Education were asked to be consultants, but in order to secure their services the project had to be put on a formal footing. Thus it was arranged that it should become a course leading to a Certificate of Further Professional Study.

4. Each teacher took a separate topic/issue to focus on so the range was wide.

5. No particular methodology was anticipated; merely that the exercise should be school-based. However the interests and experience of the consultants influenced the project in the direction of classroom action-research - an approach unfamiliar to the teachers. Partly because of this, and partly because of conflicting priorities, the exercise was slow moving. The formal sessions (i.e. meetings) were the only sessions to guarantee any commitment.

6. Seven teachers produced written work and and were awarded Certificates of Further Professional Study. Dave Farnell produced an account of the project which is lodged with the Cambridge Institute of Education and which may be published in the Cambridge Journal of Inservice Training. Kim Phaiklah evaluated the project as the 'long study' requirement of her Advanced Diploma at C.I.E., and David Bridges has prepared a shortened version of this for the British Journal of In-service Education.

1.9 Priory School, Weston-super-Mare.

1. Address: Queen's Way, Weston-super-Mare, Avon. BS22 OBP.

   Contact: Mr A.Spencer, Headmaster.
   Mr D.Oldroyd, Deputy Head.

2. The school has established a whole staff INSET programme. To date (1981) the emphasis of various activities had been on professional development. Evaluation has been implicit rather than explicit.

3. A growing awareness of LEA pressure on schools to evaluate themselves contributed to the decision to devote the 1981 Annual staff in-service conference to 'In-School Evaluation'.
   NB. Avon has been training professional tutors at an Annual Conference for several years. A recent conference dealt with school-based INSET.

4. Outsiders contribute to school-focused INSET e.g. Daivd John, Headmaster of Wheatley Park School, Oxon., contributed to the 1981 staff conference. *Ray Bolam, Bristol University, developed a self-generated self-evaluation schedule which was demonstrated to the whole staff by a selected faculty and year team at the second 1981 staff conference(A.S.).* The school is also a pilot school for a School's Council Project, producing materials for school based staff development (Co-ordinator: David Oldroyd) "A Handbook of Staff Development Activities" is to be published later in 1982.

5. Whilst staff development has been the predominant focus it is anticipated that the school will be required to 'render an account' to outsiders (LEA, parents).

6. Classroom observation and analysis (sometimes video and sound recordings of lessons) have been a part of faculty in-service training and voluntary 'staff development workshops' for some time. *Monthly management INSET sessions have been run for the last two years.*

7. Whilst on secondment to Bristol University David Oldroyd, developed a number of techniques for classroom observation (including quantitative) which he has recently introduced to the school in the form of an 'Observer's Handbook' (see note 4).

1.10. Putteridge High School, Luton, Beds.

1. Address: Putteridge Road, Luton, Beds.
   Contact: Dave Young, Deputy Head (Curriculum development).

2. The former head (now Chief Inspector for Bedfordshire) established 'goals' for the school and insisted that each HoD did the same. These are discussed jointly at the beginning of each year. Likewise the HoDs discuss individual teacher goals. 'It would be a logical step to evaluate whether these goals are achieved'.

3. By the end of August 1981 an evaluation working party had been established. It suggested that 'the objective goals decided by a department for its own use may be better defined in a collective way by all the department rather than the Head of Department making a personal decision.'

4. The working party produced an outline setting out seventeen possible areas of departmental activity that need consideration when setting out departmental goals. They included classroom management, marking, professional development, pupil activities, external examination results, pupil and staff motivation. Departmental staff were invited to amend the list if they wished.

5. LEA checklists had been considered but were not regarded as appropriate in individual contexts. The development of school or individual teacher checklists had been suggested and various members of the working party have produced draft submissions of 'checklists' and 'recommended procedures' for evaluating each of the seventeen areas. It is proposed that a document will be produced eventually to act as a guide to departmental and individual self-evaluation.

1.11 Quintin Kynaston School, St.John's Wood.

1. Address: Marlborough Hill, St.John's Wood, London NW8 ONL.

   Contact: Maura Healy.

2. In 1979/80 the school conducted a faculty/dept. based curriculum review (indicated by solid dot). This has stimulated a proposal for a research-based, formulative evaluation of teaching and learning processes across the curriculum. The essence of the proposal is a request (to ILEA) for the secondment of one of QK's teaching staff as an in-school researcher for a period of 7 terms (1981/1983). (Proposed extensions to the original review exercise are indicated by circles).

3. One of the requirements of the research proposal is the involvement of an independent outside consultant to support, advise, help validate etc. Advice from ILEA Research and Statistics personnel and C.A.R.E. will also be sought.

4. Whereas the 1979/80 review reports were compiled after faculty discussions, the research reports (1983) will be derived from (largely) observational and interview data.

5. Research reports (like review reports) will be prepared primarily for Q.K. staff although, as in the earlier case, they will also be available to School Governors, ILEA Inspectorate and other external bodies who show interest.

1.12 Romsey School, Hants.

1. Address: Greatbridge, Romsey, Hants, SO5 8ZB.
   Contact: Dr.R.A.Skinner, Headmaster.

2. *Our curriculum analysis based on work initiated in the school runs parallel to those outlined by the Local Education Authority. The point that I would make is that whilst I believe the LEA initiatives to be very good, for my purposes they are not concerned enough with curriculum processes. (Comment from Dr.Skinner).*

3. The scheme, a programme of evaluation and 'curriculum initiatives' begun in January 1981, involves <u>all</u> staff.

4. The scheme was approved by Governors.

5. The first part of the plan attempted to get Head's of Department to evaluate the work of their departments. First however, they were encouraged to specify precise behavioural objectives which the exercise would seek to evaluate.

   The framework for evaluation which the headmaster suggested to his curriculum working party, was a variation of the technological or systems approach (after Tyler).

6. *... although we concentrate on outcomes, we also consider and analyse the processes by which the learning takes place, which is of extreme importance to the pupil. (RAS).*

7. Departmental meetings and conferences to establish objectives and various kinds of testing programmes to measure outcomes figure largely to this exercise.

8. Reports on progress are made to governors at regular intervals.

1.13 Rotheram High School, Luton.

1. Address: Farley Hill, Luton, Beds.
   Contact: Brian Wakeman, Deputy Head.

2. The Head, David Taggart, has encouraged staff to develop their professional interests by participation on INSET courses. Self-evaluation activities have spun out of these, *and a desire to see the effects of innovations on the school.*

3. There is a degree of influence and involvement from INSET courses tutors/supervisors, especially John Elliott at the Cambridge Institute of Education. (C.I.E.). The school is(1981-82) a project school for the Teacher-Pupil Interaction and the Quality of Learning Project. (Director: John Elliott) which is funded by Schools Council Programme 2. (1980-83).

4. Past and current work has taken the form of small close-focus studies conducted by individual teachers, or small groups. Investigations have mostly focused on classroom processes e.g. the teaching of written English, or pupil learning e.g. pupils ability to decipher written texts. One early study was concerned with the states and hidden values of the school (antecedents).

5. Three earlier studies (by B.Wakeman and L.Collins) were presented for assessment as part of the Advanced Diploma requirement at C.I.E. Current work will be drawn on by the Schools Council/C.I.E.Project.

1.14 Sir Frank Markham School, Milton Keynes.

1. Address: Woughton Campus, Chaffron Way, Coffee Hall, Milton Keynes, MK6 SEH.
   Contacts: Mr A.K.Harrison, Headmaster.
   Mr. John Wilkins, Deputy Head (Staff Development)
   Mr. John Hancock, Deputy Head (Curriculum Development)

2. Some pressure to do something in this area had come from the LEA (Bucks.) although the Authority has no checklist, as such, at the present time. Two distinct exercises were initiated in 1980/81 (a) an entry year curriculum review, and (b) a staff review. The ILEA booklet 'Keeping the School Under Review' had an influence on the latter.

3. A major part of the curriculum review (Stage 1) focused on the analysis of the curriculum in terms of the HMI eight areas of experience. The staff review tended to focus on school/faculty ethos/discipline, and management and communication structures.

4. A second stage of the curriculum review took the form of a 'shadow study' of three pupils for the period of a week.

5. The entry year curriculum review was reported, internally, in three booklets, the third (stage 3) being a document for staff discussion. The staff review was also based on a combination of internal written and oral reports.

1.15 Smith's Wood Comprehensive School, West Midlands.

1. Address: Windward Way, Chelmsley Wood, West Midlands, B36 OUE.

   Contact: Mr G.Bigland-Gibbons, Headmaster.

2. The Solihull LEA booklet, 'Evaluating the School - A Guide for Secondary Schools in the Metropolitan Borough of Solihull' was the major stimulus.

3. To date (1981) evaluation has concentrated on some aspects of the work of departments (management focused) and school 'climate' and discipline.

4. Individual teacher responses to checklist questions were coded and collated. Teachers were encouraged to expand on their answers (this provided some qualitative data). (see also Craft and Design Dept., High Park School, in Section 2).

Postscript: *Resulting from the teacher responses a number of changes have been made within the life of the school and these have proved to be most beneficial (comment from Mr.Bigland-Gibbons).*

1.16 Teignmouth High School, Devon.

1. Address: Exeter Road, Teignmouth, Devon. TQ14 9HZ.
   Contact: Mrs M.R.Behenna, Deputy Head.

2. The idea of an evaluation of school assessment policy through the vehicle of an in-service course arose out of an initial suggestion, by the Head and the LEA adviser, for curriculum development. (June 1980).

3. 36 staff participated, out of a total of 70.

4. A number of LEA advisers contributed to the course (as did Henry Macintosh from S.E.R.E.B.)

5. Professor R.Pring from the University of Exeter, School of Education, undertook the duties of course direction. Other tutors come from the College of St.Mark and St.John (M.Holt), and Newton Abbott Teachers Centre (A.Forster).

6. The course focused on an evaluation of department assessment procedures with a view to producing a policy document for the whole school.

7. The course produced a policy document to be included in the staff handbook.

1.17 The Heathland School, Hounslow.

1. Address: Wellington Road South, Hounslow, Middlesex, TW4 5HU.
   Contact: Mr G.Samuel, J.P., M.A., Headmaster.

2. The principal purpose is to present an evaluation of the school to the Governing Body ('strict' accountability) but to use it subsequently as a basis for discussion (and action) by staff (professional accountability).

3. The exercise represents an evaluation by the SMT of the specified aims and objectives of the school.

4. 'In some cases the evaluation was based upon statistical analysis e.g. punctuality, attendance, public examination results etc. In other cases it was based upon the professional judgement of the staff concerned.'

5. Report to Governors.

1.18 Vandyke Upper School and Community College, Leighton Buzzard , Beds.

1. Address: as above.
   Contact: Mr Bernard Vaughan J.P., B.A., Headmaster.

2. A first 'self-assessment' exercise was initiated by the school (Head?) in 1978 but very much in 'response' to what it perceived as legitimate local accountability demands.

3. The 1978/79 exercise involved the whole of Bedfordshire Advisory Service. While staff (mainly HoDs) were primarily responsible for the self-assessment, advisers spent several days with them acting as 'informed outsiders', whose task was to discuss 'insider' perceptions.

4. The whole process of self-assessment was monitored, in a non-interventionist way, by Rex Gibson as part of the Cambridge Accountability Project (see references).

5. The 1978/79 exercise focused on aims, objectives and syllabuses. Subsequent exercises have looked at provision for the less able, the most able, disruptive pupils, and the Sixth Form.

6. The predominant mode of self-assessment has been based on discussion (HoD and Adviser in 1978/79) or working parties 1979-81).

7. Reports of the 1978/79 exercise were 'correlated' by the Head and the Acting Chief Adviser. A review of the procedure (i.e. not the findings) was then made available to the C.E.O. and the Governors of the school. Later exercises have been reported in much the same way.

1.19 West Derby Comprehensive School, Liverpool.

1. Address: Quarry Road, Queen's Drive, Liverpool, L13 7DB.
   Contact: Mr A.F.Rigby, M.A., Headmaster (until 1982)
   Mr P. Frazer, B.A., Acting Headmaster (from 1982)

2. The school undertook some curriculum-review evaluation in 1980-81, very much on its own initiative (the only school in the Authority attempting it at that time).

3. In order to familiarise staff with the national context three outside speakers were invited to staff conferences, (the Deputy Director of the N.W.Educational Management Centre, an HMI and the Head of a school in another Authority with earlier experience of curriculum review).

4. The chief purpose of the exercise was to rethink departmental and whole school aims and objectives in the light of national and local curriculum initiatives (DES, HMI, Schools Council). Two staff conferences emphasised an INSET aspect.

5. The examination of the curriculum involved the whole staff 'under the phased guidance of Head, Deputies and Co-ordinators (as leading committee) and Heads of Dept.'

6. The focus was curriculum structure in terms of areas of experience (HMI), aims, concepts, skills and attitudes.

1.20 Wollaston School, Northants.

1. Address: Irchester Road, Wollaston, Nr.Wellingborough, Northants. NN9 7PH.
   Contact: Mr J.T.A.Clark, Deputy Head Teacher.

2. The process of evaluation, conceived as the systematic assessment of the degree to which aims and objectives have been achieved is to be established by September 1981. (Development began in 1977). The exercise is to be monitored by Prof.Marten Shipman and Martin Merson for the Schools Council (Programme 1).

3. 'It was decided that the Deputy Head (curriculum) should evaluate the Heads of Faculty and that the Heads of Faculty should evaluate their subject staff. Later, Heads of Year will adopt a similar pattern for form teachers (September 1982 or January 1983)'.

4. Staff agree targets for the year with their HOF, and in the future staff will also agree targets with their HOY. These notes (private to the staff concerned) are kept as an aide-memoire for the evaluation at the end of the year.

5. There is a strong element of professional (in-school) accountability.

6. ... as well as an emphasis on professional development.

7. The analysis of aims and objectives, and their evaluation in the light of pupil outcomes figures largely in the programme. Pupil-evaluation sheets are also widely used in order to discover how pupils view their educational diet (courses, course materials and approaches).

8. The headmaster and his deputy join in faculty meetings, work in classrooms with staff, and analyse staff record books etc. although the main evaluation is conducted in formal meetings between individuals.

1.21 Yew Tree High School, Manchester.

1. Address: as above.
   Contact: Mr Brian Haile, B.Sc., M.Ed., Headmaster.

2. The ideas which shaped the self-assessment activity at this school were, in part derived from proposals such as those developed by the ILEA and Oxfordshire LEA.

3. Heads of Sections (e.g. departments and pastoral units), the Curriculum Co-ordinator and other Senior Staff have key roles in the conduct of the evaluation.

4. Heads of Sections produce reports on their sections and Senior Staff visit classrooms. The Curriculum Co-ordinator then compiles a report for the Section and discusses the work of the Section with the Headmaster and Deputy Head. Feedback to individual teachers, and discussion of career needs, are also arranged.

5. The predominant mode of evaluation involves meetings with individual staff and some observation of classrooms.

6. The procedures adopted by this school have been reported in HAILE B. (1981) 'Assessment within school' Journal of the NAIEA No.14, Spring.

1.22 Bridgewater School, Berkhamsted, Herts.

1. Address: Billet Lane, Berkhamsted, Herts. HP4 IES.
   Contact: Mr C.S.Gillon, B.Sc., Headmaster.

2. Twice-termly all teachers write up an evaluation of the work they have achieved with each group they teach.

3. Individual teacher evaluations are compiled, by the head, to form a typed report for the school as a whole.

4. This report is issued to all staff and all governors. Extra copies are prepared and given on occasion to the local upper school, advisers, HMI's and D.E.O.

1.23 The Greneway School, Royston, Herts.

1. Address: Garden Walk, Royston,Herts.SA8 7JF.
   Contact: Mr K.G. Charles, Headmaster.

2. The 'self-assessment' exercise at Greneway has arisen out of a paper circulated to staff by the head. The paper resembles the checklist produced by the ILEA (1977) because the head used this as the basis for his own, although he saw a need to adapt it to the particular circumstances of his school. This paper stimulated the writing of other papers on specific areas of the school's life and work, e.g. 'Praise, rewards and sanctions', 'curriculum co-ordination ...'.

3. Many of the questions staff have asked themselves concern conditions e.g. the school environment, management and communications, parent/community links, arrangements for learning.

1.24 All Saints' C of E Primary School, Cockermouth.

1. Address: Slatefell Drive, Cockermouth, Cumbria, CA13 9BH.
   Contact: Brian Wilkinson, M.Ed.,Headteacher.

2. Part of the stimulus to this school's effort was the requirement of the 1980 Education Act, Section 8, that all schools should prepare information for parents.

3. Teachers with special responsibility undertook the preparation of papers for discussion.

4. The considerable programme of work which was embarked on in Spring 1981 included the preparation of a draft report to parents and discussion papers on school curriculum, and organisational policy.

5. Much of the work focused on aims and objectives and assessment policy in various curriculum areas.

6. The exercise was meeting-based. The ILEA (1977) checklist 'Keeping the School under Review' was used extensively as a basis for discussion. Examples of the way in which children's work had been marked were also used as a basis for discussing school assessment policy.

7. Initial 'draft' reports were re-written and used as 'information for parents'.

1.25 Littleport County Primary School, Littleport, Cambridgeshire.

1. Address: as above.
   Contact: Tony Hurlin, Headteacher.

2. Here the initiative is principally that of the headteacher who, as a newcomer to the school, perceived a need for evaluation of the development of a whole school self-monitoring programme.

3. The principal moving force is likely to be the head and his deputy, who see part of their task as inducting the rest of the staff into ideas about self-evaluation.

4. The head is involved with the heads of eleven other schools in developing a self-monitoring programme for schools. The working party was initiated by the Cambridgeshire LEA and is organized by the Anglia Management Centre (the North London Polytechnic at Danbury).

5. The head has recently returned from a years' secondment to CARE (USA), where he took an M.A. His deputy is at present taking a part-time Advanced Diploma at the Cambridge Institute of Education. He hopes to monitor the development of evaluation at Littleport as the subject of his 'long study'.

1.26 Peckham Rye Primary School, London, SE15.

1. Address: Whorlton Road, London SE15 8PD.
   Contact: Mr L.R. Tate, Headmaster.

2. In 1979/80 the school conducted a pilot study in preparation for the review that will be required of schools (Section 8 of the 1980 Education Act) from 1981/2.

3. Much of the review focused on antecedents e.g. pupil numbers and social background, staffing etc.

4. One section of the report described some of the ways in which aesthetic, physical, language, mathematical, and spiritual development is encouraged.

5. The report was primarily intended for parents and governors.

1.27 Priory R.C. Primary School, Eastwood, Notts.

1. Address: Raglan Street, Eastwood, Notts.
   Contact: Miss Marylyn Grasar, Scale 2 Teacher.

2. This school embarked on an experimental exercise to investigate whether recognisable pupil progress was made between 2nd year infants and 4th year juniors in the development of reading and writing skills.

3. The experiment involved the whole school (with the exception of the Reception class and first year infants, who nevertheless joined in where they could) during a period from January to Easter 1981.

4. The purpose of the exercise was chiefly to evaluate whether the kinds of work children were routinely engaged in was appropriate to their stage of development.

5. A short book of fiction, suitable for top infants and juniors, was used as a stimulus for seven major pieces of work (plus optional extras) in all classes. Children's work was collected and used as a basis for staff discussion (and action).

   The school secretary typed up a fairly extensive report on the work done, including the original expectations, and the actual results. It also laid out the detailed way in which the book was used as a basis for the work. This was intended for internal use.

6. In addition some of the children's work on this project was reported to parents in the form of a slide show presentation, although there was no specific aim to explain the project, as such, to parents.

Postscript. (comment from Miss Grasar)

We do not regard the project as "one-off", but as an opportunity to evaluate, and then, equally importantly, continue in subsequent work. We have since taken positive action to see that certain types of writing have been covered more fully. The results of this project have been taken into account in the formation of future language policy, and therefore we feel it to have been well worthwhile.

1.26 Springhead County Primary School, Stoke on Trent.

1. Address: Kingsley Road, Talke Pits, Stoke-on-Trent, Staffs, ST7 1RA
   Contact: Mr B.Mountford, B.Ed., A.Dip.Ed., M.Ed., Headteacher.

2. The exercise is essentially a testing programme designed to monitor pupils' performance in mathematics and reading. The desirability of evaluating other areas of school activity is acknowledged but this is prevented by lack of time and resources.

3. The main purpose of the programme is diagnostic (linked to the allocation of resources) but it also yields 'some measure of how the school is performing as an organisation'.

1.29 Combe Pafford School, (ESN (M)), Torquay.

1. Address: Steps Lane, Watcombe, Torquay, TQ2 8NL.
   Contact: Mr J.B. Rogers, Headmaster,
   Valerie Price, Teacher
   (see also Ms.Price's entry in Section 3).

2. Since 1978 the whole school has engaged in a school-based, school-focused INSET course (Ms.Price is the course co-ordinator). The impetus arose from a need to restructure the total curriculum in terms of pupil skills, attitudes and values, and to update and evaluate professional knowledge and skills. Several staff were actively involved in degree work (University of Exeter) and could contribute more theoretical ideas derived from their courses.

3. A chief purpose of the exercise was to examine curriculur areas in terms of the kinds of skills, attitudes and values that are target objectives e.g. reading skills, comprehension skills, writing skills, social skills, pre-number skills. These target skills then became objectives by which the curriculum could be evaluated.

4. To date the exercise has concentrated on establishing curriculum objectives.

5. It is anticipated that the lists of skills will be used as checklists to record pupil progress.

6. The course has been conducted through the discussion of papers at staff and departmental meetings.

1.30 The Mannamead Learning Centre, Plymouth.

1. Address: 15 Eggbuckland Road, Mannamead, Plymouth, PL3 5HF.
   Contact: Mrs L.Kingdon, Teacher-in-charge.

(N.B. The centre was opened in 1978 for children with specific learning difficulties; especially those who are underachieving. Parents attend with their children and do most of the 'teaching'; the teacher-in-charge acts as guide, manager and participant observer).

2. The evaluation arose out of the need to monitor children's progress.

3. A specific project based on primary science activities was generated as part of Mrs.Kingdon's part-time B.Ed. for Serving Teachers (C.N.A.A.). at the College of St.Mark and St.John, Plymouth.

4. Parents are involved in the assessment and evaluation (as participant observers). Mrs.Kingdon's tutors have supervised her B.Ed. work.

5. The emphasis has been on learning outcomes e.g. the development of language, and attitudes, assessed in relation to pre-specified aims and objectives. Processes have also been examined, particularly group topic work.

6. Information has been gathered through the administration of norm-referenced tests and various observation schedules. A number of questionnaires have been devised for pupils, 'normal school' teachers, and parents.

7. The work of the centre has been disseminated in in-service lectures and through the LEAs advisory service.

Section 2

Departmental Self-evaluations

	SECTOR	NAME	INITIATIVE			INVOLVEMENT				PURPOSES			ORGANISATION		FOCUS			METHODS			REPORT	
			SCHOOL/TEACHERS	LEA	OTHERS(H.E;T.C;S.C;)	SENIOR TEACHERS	TEACHERS(ALL LEVELS)	LEA	OTHERS(academics,T.C.staff etc.)	ACCOUNTABILITY	PROFESSIONAL DEV.(INSET)	CURRICULUM/COURSE REVIEW & DEV.	RATIONAL MANAGEMENT	COLLEGIAL	ANTECEDENTS(AIMS,CONDITIONS)	PROCESSES	OUTCOMES	MEETINGS,CONFERENCES ETC.	QUANTITATIVE) RESEARCH	QUALITATIVE)	INTERNAL	EXTERNAL
2.1	H	ART DEPARTMENT, JORDANHILL COLLEGE OF EDUCATION, GLASGOW[1]	● ● ●			● ●[2]			●[3]			● ●[4]		●		●	● ●		● ●[5]		● ●[6]	
2.2	H	FACULTY OF EDUCATION, CHELMER INSTITUTE OF HIGHER EDUCATION,[1]	● ●[2] ●			●[3]				●		● ●[4]		● ●	●	●	●	●[6]			● ●[5]	● ●[6]	●[7]
2.3	H	FACULTY OF EDUCATION, SUNDERLAND POLYTECHNIC[1]	●		● ●[2]		● ●			●[3]		●[4]	●[5]		●[6]	●[6]	●[6]		●[7]	●[7]	0	0[8]
		a	b		c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v

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a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
2.4	H	FACULTY OF EDUCATION, UNIVERSITY OF BIRMINGHAM[1]	●[2] ●				●[3] ●					●[4] ●		● ●		● ●			●	●[5] ●	●	●[6]
2.5	H	SCHOOL OF EDUCATION, LEEDS POLYTECHNIC[1]	●		●[2] ●		● ●		●[3]	●[4]		●[5]		● ●	o[6]	o[6]	o[6]		?[7]	?[7]	o[8]	o[9]
2.6	F	GENERAL STUDIES DEPT., ROLLS-ROYCE TECHNICAL COLLEGE, BRISTOL[1]	●[2] ●				● ●		●[3]		●	● ●		● ●	●	●	●	● ●			● ●	
2.7	S	DESIGN AND CRAFT DEPT., HIGH PARK SCHOOL, STOURBRIDGE[1]	●	●[2]			● ●		●[3]	●	●	●	● ●		●[4] ●			● ●	●[5]	●	● ●	
2.8	S	ENGLISH DEPARTMENT, SIR LEO SCHULTZ HIGH SCHOOL KINGSTON UPON HULL[1]	● ●		●[2]		● ●		●[3]		●	● ●		● ●	●	●	●	●[4] ●		●[5]	● ●	

	SECTOR	NAME	INITIATIVE			INVOLVEMENT				PURPOSES			ORGANISATION		FOCUS			METHODS			REPORT	
			SCHOOL/TEACHERS	LEA	OTHERS (H.E;T.C;S.C;)	SENIOR TEACHERS	TEACHERS (ALL LEVELS)	LEA	OTHERS (academics, T.C. staff etc.)	ACCOUNTABILITY	PROFESSIONAL DEV. (INSET)	CURRICULUM/COURSE REVIEW & DEV.	RATIONAL MANAGEMENT	COLLEGIAL	ANTECEDENTS (AIMS, CONDITIONS)	PROCESSES	OUTCOMES	MEETINGS, CONFERENCES ETC.	QUANTITATIVE) RESEARCH	QUALITATIVE)	INTERNAL	EXTERNAL
2.9	S	GEOGRAPHY DEPT., PRIORY PARK SCHOOL, LONDON SW8[1]	●[2]	●[3]		● ● ●				● ● ●		● ● ●	● ● ●		● ● ●		● ● ●	●[6]	●		●	●[7]
2.10	S	HISTORY DEPARTMENT, CHICHESTER HIGH SCHOOL FOR BOYS[1]	●[2]		●[3] ●		●[4] ●		●[5]		● ● ●	●			●	●	● ● ●		●[7]	●[7]		●[8] ●
2.11	S	HUMANITIES FACULTY, HACKNEY DOWNS SCHOOL, LONDON E5.[1]	● ● ●		●[2]		●[3] ●		●[4]		● ● ●	●[5]		● ● ●		● ● ●			●[6] ●		●[7] ●	●[8]

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
2.12	S	HUMANITIES DEPT., SIR PHILIP MAGNUS SCHOOL, KINGS CROSS, LONDON[1]	●[2]		●[3]		●	●[4]	●[3]		●[5]			●		●				●[6]	●	●[7]
			●				●				●			●		●				●	●	
2.13	S	PHYSICAL EDUCATION DEPT., CARDINAL WISEMAN SECONDARY BOYS SCHOOL, COVENTRY[1]	●[2]		●[3]		●		●[4]	●[5]	●	●				●[6]			●[7]	●[7]	●	●[8]
							●									●			●			
2.14	S	SOCIAL STUDIES DEPT., HATCH END HIGH SCHOOL, HARROW[1]	●[2]		●[3]	●[4]	●		●[5]		●	●		●	●	●	●[6]		●[7]	●[7]	●[8]	●[9]
			●		●	●					●						●			●	●	●

NOTES

2.1 Art Department, Jordanhill College of Education, Glasgow.

1. Address: as above.
   Contact: Russell Thomson.

2. Russell Thomson acted as researcher but was supported by his colleagues in the Art Department.

3. The College Research Committee provided financial assistance and colleagues in the Psychology Dept. and Computer Education gave practical help.

4. The purpose of the research project was to take a look at the art graduate teacher education course in the light of a number of changes which had been placed between 1970-79.

5. A student feedback questionnaire was sent to all art graduates who attended Jordanhill between 1970-79. Subjective views were sought on the effectiveness of college courses. Data regarding qualifications, publications, exhibitions, employment (i.e. objective measures) were also collected.

6. In 1980 the project issued a printed report entitled 'Teacher Training in the Seventies'.

2.2 Faculty of Education, Chelmer Institute of Higher Education.

1. Address: Sawyers Hall Lane, Brentwood, Essex, CM15 9BT.
   Contact: Dick Winter, Tutor.

2. When the Faculty decided to set up a decentralised pattern of responsibility for students teaching practices, Dick Winter, one of the staff involved, proposed a research project to evaluate the innovation. It was welcomed.

3. The research was principally conducted by Dick Winter himself.

4. The original purpose was to evaluate a particular innovation however it became an exploration of the complex pattern of relationships between students, supervisors and class teachers in the whole area of teaching practice.

5. The work consisted of a number of tape-recorded interviews from which issues were extracted.

6. These issues were presented to colleagues in the form of a paper for discussion at staff seminars. Eventually these gave rise to a series of developmental workshop conferences.

7. This work is also reported in WINTER, R. (1980) 'An Attempt at Self-evaluation Research in a Faculty of Education' Journal of Curriculum Studies, pp.266-269.

2.3 Faculty of Education, Sunderland Polytechnic.

1. Address: Faculty of Education, Sunderland Polytechnic, Hammerton Hall, Gray Road, Sunderland, SR2 7EE.
   Contact: Dr G.M. Cook, Senior Lecturer.

2. The evaluation (of the B.Ed course: Early and Middle Years of Schooling) is intended to contribute towards the CNAA 'Partnership in Validation' procedures.

3. Insofar as it is concerned with CNAA requirements it will provide information for the future accreditation of the B.Ed. course.

4. It is also intended to provide a means of monitoring the development of courses and supplying material relevant to course revision.

5. Unit/module co-ordinators have been asked to submit reports to the Course Leader who will then collate them.

6. The evaluation intends to cover aims and objectives, content and structure, teaching methods, organisation, assessment, resources, performance and career opportunities.

7. Routine statistics and staff and student perceptions are to be collected, the latter by open-ended questionnaire and interview.

8. A report is to be prepared for the CNAA by February 1982.

2.4 Faculty of Education, University of Birmingham.

1. Address: P.O.Box 363, Birmingham, B15 2TT.
   Contact: David Boardman, Tutor for the PGCE course.

2. Since 1976 the Faculty of Education has attempted evaluation of some of its PGCE teaching methods courses. (Geography, Mathematics and Social Sciences).

3. Typically, evaluation has been conducted by paired tutors from different, but related, departments who have monitored each other's courses. In more recent years tutors have monitored themselves to a greater extent.

4. The aim of the exercise has generally been course improvement.

5. The evaluation has been of an 'illuminative kind'. Evaluators' have attended classes, talked to students, identified issues and developed pre-coded and open-ended feedback questionnaires.

6. These evaluations have been reported in Boardman, D.J. and Rutherford, R.J.D. (1978) 'Evaluation of a Postgraduate Certificate in Education Course Component,' British Journal of Teacher Education Vol.4, No.2, pp. 137-142; also, Boardman,D., Fitzgerald, A., Meighan, R. and Rutherford, R.J.D. (1980) 'Innovation and Evaluation in PGCE Methods Courses' in Alexander, R. and Whittaker, J. (eds) Developments in PGCE Courses, pp.143-148. Guildford. Society for Research into Higher Education.

2.5 School of Education, Leeds Polytechnic.

1. Address: School of Education, Leeds Polytechnic, Beckett Park, Leeds. L36 3QS.
   Contact: Alan Trotter, B.Ed.Course Director.

2. The evaluation of the B.Ed. course is intended to contribute towards CNAA Partnership in Validation procedures i.e. for re-submission for a further period of approval.

3. Students participated in the development of a model and the criteria to be used in the evaluation.

4. One purpose of the evaluation is defined as rendering account to: the School of Education, the Polytechnic, external examiners, the CNAA, the course participants and their employers.

5. Another purpose is general course improvement.

6. The evaluation intends to examine input (e.g. resources), objectives, programmes, output (e.g. assessment results) and impact.

7. Methods are undefined at present (Sept.81).

8. The evaluation will contribute to the internal annual review of the course.

9. In 1982 a report will be prepared for the CNAA.

2.6 General Studies Department, Rolls-Royce Technical College, Bristol.

1. Address: P.O.Box 3, Filton, Bristol, BS12 7QE.
   Contact: Mr D.L.Giles, Lecturer.
   Mr J.Maynard, Principal.

2. Two kinds of activities have been initiated here:
   a) regular, 3 weekly course progress meetings for the lecturers involved plus an end of session voluntary staff conference open to all academic staff to review the department's work of the preceding year;

   b) self-assessment by the students: i.e. students develop self-awareness and responsibility by monitoring their progress throughout the academic year culminating in the writing of their own end of the year report. (see also Appendix).

2.7 Design and Craft Dept., High Park School, Stourbridge.

1. Address: Park Road West, Stourbridge, West Midlands.
   Contact: Mr J.R. Mathias, Head of Design and Craft (on secondment to Aston University during 1981/82).
   Contact's address: 2 Woodpecker Grove, Oakfields, Kidderminster, Worcs.

2. The work accomplished so far has been considerably stimulated by the publication of the Solihull checklist (see also Smith's Wood Comprehensive School, in Section 1). The department used the checklist as part of a whole school evaluation exercise. However many of the questions seemed too general for a thorough review at departmental level, so the HoD is hoping to develop more specific instruments. He is involved with an LEA working party looking at this area.

3. He is at present studying for an M.Sc. (Ed.Studies) at Aston University and hopes to make self-evaluation in Craft, Design and Technology the subject of his thesis. His tutors will, presumably, contribute to the development of his ideas.

4. The evaluation exercise completed so far has focused on the B1 section of the Solihull booklet. This examines the curriculum largely in terms of antecedent provision e.g. timetabling, staffing, rather than actual processes of teaching and learning.

5. At school level the teacher questionnaire responses were collated and a cluster analysis was used as a basis for discussion.

2.8 English Department, Sir Leo Shultz High School, Danepark Road, Orchard Park Estate, Kingston-upon-Hill, HU6 9DY.

1. Address: as above.
   Contact: Mr P.J.Lawley, Head of Department.

2. The HoD was aware of initiatives in evaluation elsewhere (e.g. ILEA) but influence was largely indirect (through a process of osmosis?). The need for evaluation was partly stimulated by an unusual circumstance. In 1976 the whole staff of the department changed, and the new department experienced some pressure to

establish its credentials. *The initiative also took place within the context of the system of a written annual report by heads of departments to the headteacher. (Headteacher's addition).*

3. Towards the end of the 1980/81 school year an LEA adviser was approached to help organise a 'twinning' arrangement with another school's English dept. The intention is to exchange ideas and visits and invite outside evaluation.

4. The general approach has been for individual members of the department to produce papers for discussion on specific problems or issues e.g. division of administrative tasks, issues in literature teaching etc.

5. Most recently (June 1981) the HoD drafted a checklist of evaluation questions which might be used as the basis of a self-evaluation project in 1981/82. There is also an effort to collect examples of good practice (teacher and pupil).

2.9 Geography Department, Priory Park School, London SW8.

1. Address: Priory Grove, Landsdowne Way, London SW8 2PH.
   Contact: Philip Robinson, Head of Department.

2. The evaluation of the geography department was part of a whole school evaluation.

3. The school is in the ILEA so local authority initiatives may have influenced the exercise.

4. The evaluation took the form of a curriculum review.

5. A major part of the exercise examined pupil outcomes (especially examination results) in the light of antecedents (especially the multi-ethnic nature of the pupil intake, and resources).

6. The material we have (i.e. the report) says little about methodology. (Possibly checklist or discussion based).

7. The HoD compiled a detailed report for the school (and governors, LEA?).

2.10 History Department, Chichester High School for Boys, Sussex.

1. Contact: Mr Philip Leng, (former Head of History)
   Present address: The South-East Regional Examinations Board, Beloe House, 2 and 4 Mount Ephraim Road, Royal Tunbridge Wells, Kent, TN1 2EU.

2. Mr.Leng conducted a school-based evaluation of the teaching of political literacy within the History Department at Chichester High School for Boys. At the time he was Head of History.

3. The dissertation requirement of the M.A. (Education) course that he was pursuing provided a major stimulus.

4. The evaluation was carried out by Mr.Leng; his colleagues acted principally as informants.

5. He received advice and supervision from his tutors at the University of Sussex.

6. He was particularly interested in analysing history and politics lessons for evidence of the formation and use of political concepts.

7. He tape-recorded his own lessons and those of his departmental colleagues. He also interviewed them and their pupils, and tested 100 pupils with a political literacy test.

8. The resulting case-study was submitted to the University as part of his dissertation: LENG, P. (1979) 'Political Education in the Comprehensive School' Unpublished M.A. (Educ.) dissertation. University of Sussex.

2.11 Humanities Faculty, Hackney Downs School, London E5.

1. Address: Downs Park Road, London E5 8NP.
   Contact: John Smiddy, Head of History.

2. Although the work was the department's own initiative, outsiders (e.g. Alex McCloud, Tony Burgess, PGCE Students) regularly do work in the Faculty so there is a certain amount of cross-fertilisation of ideas.

3. A team teaching structure has enabled teachers to observe each other in the classroom. When a CEE group failed to materialise John Smiddy spent the time-tabled periods allocated on classroom observation.

4. Pupils are actively involved in the evaluation: they are shown videos and transcripts and invited to comment. (Triangulation procedures are sometimes used).

5. Evaluation has focused less on specific course components than on language use and group dynamics.

6. Methods of information gathering include audio and video recordings of classrooms, interaction analysis and field notes.

7. Reports of practice are shared within the faculty in team meetings, faculty meetings and annual conferences. Individual teachers present papers, lead discussions and organise simulations.

8. An account of this faculty's procedures, written by John Smiddy, can be found in NIXON, J. (ed) (1981) A Teacher's Guide to Action Research, London, Grant McIntyre.

2.12 Humanities Department, Sir Philip Magnus School, King's Cross, London.

1. Address: Penton Rise, King's Cross, London WC1X 9EL.
   Contact: Peter Morris, Deputy Head.

2. In May 1980 the Humanities Dept. made an application to the ILEA Schools Sub-committee for funds to support a school-focused INSET Project to run from September 1980 to July 1981. The idea for a self-monitoring project had partly arisen from developments in the school. For instance video-recording had been used in connection with the development of a 'language across the curriculum' policy and the work of the P.E. Department.

3. The initiative for the exercise came partly from the Warden of Isledon Teacher's Centre who was asked to act as 'neutral observer' on some occasions. However difficulties with arranging particular times for classroom observation meant that she eventually took on a more advisory role.

4. To enable teachers to audio and video record their classrooms and later replay and analyse the tapes they had made, the ILEA was asked to provide technical support and the funds for an Humanities supply teacher. This teacher was to take over some classes whilst permanent staff were viewing their video tapes.

5. As a school focused INSET project, priority was given to the professional development of teachers. It was regarded as especially important to maintain the confidence and enthusiasm of staff at a time of imminent closure (the school will close in August 1982).

6. Central to the project was an attempt to improve practice through the analysis of audio and visual recordings of classroom processes. (Triangulating where possible).

7. In order to account for the use of ILEA funds two reports (interim and final) were written for the District Inspector.

2.13 Physical Education Dept., Cardinal Wiseman Secondary Boys' School, Coventry.

1. Address: Potter's Green Road, Coventry, CV2 2AJ.
   Contact: M.A. Astill B.Ed. and R.Pearce B.Ed. (Hons) Head of Department.

2. At different times, and separately, Mr.Astill and Mr.Pearce have conducted a number of pieces of research concerned with the work of the PE dept.

3. Some of this research has been connected with in-service courses they have taken.

4. Tutors at the University of Warwick and Loughborough University therefore had advisory or supervisory roles.

5. One study looked at teachers' use of non-teaching time; implicit in this was a concern for accountability.

6. The focus of most of the research was on what we have called antecedent conditions, in this case use of non-teaching time department rules (for pupils) concerning kit, showering and behaviour.

7. Quantifiable data was collected through the administration of pre-coded questionnaires. However in an early study, Mr.Pearce collected information from pupils by using an open-ended questionnaire and then discussing (and tape recording) their responses.

8. Some reports were submitted as B.Ed. assignments.

2.14 Social Studies Department, Hatch End High School, Harrow.

1. Contact: Mary James (former Head of Department)
   Present Address: Fengate House,
   Horse and Gate Street,
   Fen Drayton,
   Cambridge.

2. The study arose out of a need to reappraise what was, and what needed to be, taught and learned in social studies and sociology courses.

3. A major stimulus also derived from the dissertation requirement of the M.A. course which Mary James was pursuing at that time (1977-1979).

4. The evaluation was conducted principally by the HoD although she was helped by her colleagues.

5. Her M.A. supervisor and fellow students advised and criticised her study as it progressed.

6. Much of the study focused on what students learned in terms of knowledge, skills and attitudes, and how they used what they learned.

7. A conceptual scheme was used to analyse classwork for social understanding (a quasi-quantitative measure)... but most of the data was collected through interview and questionnaire.

8. The resulting case-study was made available to departmental colleagues and the Head. A summary report was also prepared for the Senior Management Team.

9. The case-study was submitted as an M.A. dissertation: JAMES, M.E. (1979) Talking about Life: Teaching and Learning Sociology and Social Studies, unpublished, University of London, Institute of Education. Other descriptions of the exercise are to be found in: The Social Science Teacher, Vol.10, No.2, Dec.1980; NIXON, J. (ed) (1981) A Teacher's Guide to Action Research, London Grant McIntyre; Course E364, Block 2, Part 2, Institutional Self-Evaluation, Milton Keynes, The Open University Press (1982).

Section 3

Teacher Self-evaluations

SECTOR	NAME	INITIATIVE			INVOLVEMENT				PURPOSES			ORGANISATION		FOCUS			METHODS			REPORT	
		SCHOOL/TEACHERS	LEA	OTHERS (H.E; T.C; S.C;)	SENIOR TEACHERS	TEACHERS (ALL LEVELS)	LEA	OTHERS (academics, T.C. staff etc.)	ACCOUNTABILITY	PROFESSIONAL DEV. (INSET)	CURRICULUM/COURSE REVIEW & DEV.	RATIONAL MANAGEMENT	COLLEGIAL	ANTECEDENTS (AIMS, CONDITIONS)	PROCESSES	OUTCOMES	MEETINGS, CONFERENCES ETC.	QUANTITATIVE) RESEARCH	QUALITATIVE)	INTERNAL	EXTERNAL
H	BRIAN TAYLOR, SENIOR LECTURER, LEICESTER[1]	• •			SELF					•	•			•	•	•		• • [2]		TO SELF	
S	BRUCE PYART, SENIOR HOUSE TUTOR, SWANSEA[1]	•		• • [2]	SELF			• [3]		• •	• [4]					• • [5]		•	• [6]	TO SELF	• • [7]
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	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v
3.3	S & P	LEICESTERSHIRE CLASSROOM RESEARCH INSERVICE TRAINING SCHEME.[1]	●[2]				● ●	●[3]	●[4]		● ●	●		● ●		●	●[5] ●	●		● ●		●[6] ●
3.4	X	LEE ENRIGHT, SECOND YARR CO-ORDINATOR, DORSET[1]	● ●				●[2] ●				●[3] ●	●[3] ●		● ●		●[4] ●				●[5] ●	●[5]	●[6]
3.5	P	SABINA DOUST, INFANT TEACHER, ESSEX[1]	●		●[2]		●[3] ●					●[4] ●			●	●[5] ●	●			●[6] ●		●[7]
3.6	P	MARY SMITH, BRISTOL[1]	●[2] ●		●[3]		●[4] *			*		● ●			●	●	●	*[5]		●[6]	*	●[7]
3.7	Sp	MARK FORD, DORSET[1]	●		●[2]		SAE		●[3]	*	●	●			●	●	●[4] ●		●[5] ●			●[6] ●

SECTOR	NAME	INITIATIVE			INVOLVEMENT				PURPOSES			ORGANISATION		FOCUS			METHODS			REPORT	
		SCHOOL/TEACHERS	LEA	OTHERS(H.E;T.C;B.C;)	SENIOR TEACHERS	TEACHERS(ALL LEVELS)	LEA	OTHERS(academic,T.C.staff etc.)	ACCOUNTABILITY	PROFESSIONAL DEV.(INSET)	CURRICULUM/COURSE REVIEW & DEV.	RATIONAL MANAGEMENT	COLLEGIAL	ANTECEDENTS(AIMS,CONDITIONS)	PROCESSES	OUTCOMES	MEETINGS,CONFERENCES ETC.	QUANTITATIVE)	) RESEARCH QUALITATIVE)	INTERNAL	EXTERNAL
Sp	VALERIE PRICE, TEACHER, TORQUAY, DEVON.[1]	●[2]		●[3]		JRF		●[4]		● ●	● ●[5]			● ●		● ●		●[6]	●[6]	●	● ●[7]

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NOTES

3.1 Brian D. Taylor, Senior Lecturer in Law, Leicester Polytechnic.

1. Address: School of Building, Surveying and Land Economy, Leicester Polytechnic, P.O.Box 143,Leicester, LE1 9BH.

2. Mr.Taylor has used lecture evaluation questionnaires with degree and diploma classes since 1972. One such schedule was derived from Beard Teaching and Learning in Higher Education, Penguin; the other was prepared by the Polytechnic's Educational Technology Centre.

3.2 Bruce G. Pyart, Senior House Tutor, Cefn Hengoed Comprehensive School, West Glamorgan.

1. Address: 23 Eaton Crescent, Uplands, Swansea, West Glamorgan.

2. The requirements of a M.Ed. Research Degree provided a major stimulus for the work.

3. His thesis was supervised by tutors at Cardiff University.

4. The work was clearly directed towards the teacher's own professional development but it also aimed to evaluate a course: music teaching with remedial classes.

5. The evaluation focused particularly on the development of musical literacy in pupils (assessment focused).

6. Tape recordings of lessons, interviews, questionnaires and achievement tests were utilized.

7. The evaluation is reported in PYART, B.G. (1981) Music with Remedial Classes - Aims and Evaluation, Unpublished M.Ed.thesis, University of Cardiff.

3.3 Leicestershire Classroom Research Inservice Training Scheme.

1. Contact: Stephen Rowland, Co-ordinator.
   Address: Berwal, Bolton Lane, Hose, Melton Mowbray, Leics.

2. The scheme was initiated when Michael Armstrong (now Head of a primary school in Oxfordshire) proposed that Leicestershire should second him to Stephen Rowland's classroom, so that they might work together both teaching and observing classroom processes. In 1978 Stephen Rowland made a similar request and worked in another teacher's classroom. The scheme has snowballed and at present three teacher-researchers are seconded, together with Stephen Rowland who co-ordinates the project.

3. The LEA supports the scheme by allocating funds for secondment and facilitating liaison with schools.

4. Academics have a consultancy role since all seconded teachers are studying for higher degrees at Leicester University School of Education.

5. The focus of the research is generally on the processes of teaching and learning especially the latter, e.g. the relationship between creativity and the devleopment of skill; how awareness of literary form develops in the infant classroom.

6. The work will find expression in higher degree dissertations. Some of it has already been reported in the TES 29.5.81, in Michael Armstrong's book Closely Observed Children, Writers and Readers Publishing Co. (1981) and in ROWLAND, S. (1980) Enquiry into Classroom Learning Unpublished M.Ed. Thesis, Leicester University.

3.4 Lee Enright, Second Year Co-ordinator, Dorset.

1. Address: West Moors Middle School or

   18 Treny Way, Tricketts Cross, Wimborne, Dorset.

2. The school is open plan and the team teaching arrangement enabled Ms.Enright to involve other teachers in her research e.g. the deputy head, with whom she taught, added observations to her own diary.

3. The research was aimed at her own professional development and the improvement of the lessons she provided for her pupils.

4. She focused particularly on classroom processes such as group discussion and and teacher participation in learning tasks.

5. She recorded her perceptions of all that happened in her class during a seven weeks period in the summer term of 1978, and again in the same period in 1979. Her diary filled five A4 files. She also tape recorded some lessons.

6. Accounts of her research may be found in NIXON, J. (ed.) (1981) A Teachers' Guide to Action Research, London, Grant McIntyre, also Forum Vol.2. No.3 Summer 1979; and What is going on? edited by M.Barr, P.D'Arcy, and M.K.Healy and published by Boynton, 1979.

3.5 Sabina Doust, Infants Teacher, Essex.

1. Address: 121 Warren Drive, Hornchurch, Essex, RM12 4QU and Wykeham Infants School, Rainsford Way, Hornchurch.
2. Part of the simulus for a project on science teaching in Ms Doust's school came from a course organised by the Chelmer Institute of H.E., Brentwood (tutor: Dick Winter)
3. The project was conducted by Ms Doust but with the cooperation of her colleagues.
4. It addressed the question: how do you teach science to children who cannot read or write and do not have an understanding of number?

5. The project looked at the kind of science that was explicitly, or implicitly, taught in the school.

6. Data was collected in structured interviews with colleagues, the audio and video recording of a science lesson, and the keeping of a record of science experiments in Ms Doust's class.

7. A report entitled Science in the Infant School was written for the Chelmer Institute course on 'Classroom Research and Innovation'.

3.6 Mary Smith, Bristol.

1. Address: 9 Westmorland House, Durdham Park, Bristol BS6 6XH.

2. Ms Smith is employed by Bristol's Multi-cultural Education Centre and has been involved in introducing multi-cultural topics into the Social Studies curriculum of an inner city primary school (Bannerman Road).

3. An extra stimulus was supplied by a need to gather material for talks to students and teachers.

4. *Usually I discuss the content and pitch of each session with the class teacher who is always in the classroom and participating when I'm teaching. We take particular care over children for whom the material presented is either too difficult, or not extensive enough to stretch skills. (MS)*

5. *At weekly in-service sessions at M.E.C. I present my work with examples of children's outcome: it is discussed in detail and other teachers in the group make suggestions for extending the material and using it in different ways. (MS)*

6. Personal reflection provided the chief mode of evaluation, but she also encouraged children to say how they related to the work.
Last term (Autumn 1981) another teacher in a primary school used a whole course of lessons that I'd devised on Caribbean stories. She varied the material occasionally and reported back to me on how the sessions went and we were able to discuss two different approaches to the same material. She also asked her pupils to write to me about a story I had written myself. (MS)

7. Mary Smith reported orally to other groups (students and teachers) with whom she discussed her work.

3.7 Mark Ford, Dorset.

1. Address: Yewstock School, Sturminster Newton, Dorset.

(Note: At the time when he conducted the evaluation (1976) he was teaching at another school, which must remain anonymous).

2. The evaluation, of a course for school leavers' in an ESN(M) school, was conducted partly in fulfilment of the essay requirements of the P/T M.A.(Ed.) degree at Southampton University, Faculty of Educational Studies. *The evaluation was planned and started by the time I offered it as an essay subject. It is however true that I wouldn't have written it up with as much care if I hadn't been on a course. My main motivation was that I was 'out on a limb' and had to 'prove a poirt' - if only to myself. (MF)*

3. The evaluation was carried out by the class teacher, Mark Ford. His pupils were actively involved in the work as there was a large element of student self-assessment. (see addition to 5 below). One questionnaire was derived from class discussion (see also Appendix A).

4. The evaluation focused on pupil outcomes, (particularly in terms of self-regarding attitudes) as a measure of the success, or other wise, of the course.

5. Various questionnaires were administered which rendered quantifiable data. *The methods used were constrained by the theoretical basis of the course which suggested that for pupils to perceive that their activities were being evaluated would itself be harmful to their self-concept. Thus questionnaires became teaching strategies which were methods of pupil self-evaluation and also curriculum evaluation.*

6. The exercise was reported in an essay: FORD, M. (1977) An Evaluation of a Curriculum to Develop the Self Concept of ESN (M) School leavers. Unpublished, University of Southampton.

3.8 Valerie Price, Teacher, Torquay, Devon.

1. Address: Combe Pafford School, Steps Lane, Watcombe, Torquay, TQ2 8NL.

2. Ms Price has been heavily involved (as coordinator) in her school's INSET exercise (see also Section 1) but she has also carried out some research at classroom level.

3. This research formed the basis of her M.Ed. thesis recently submitted to the University of Exeter.

4. The exercise was conducted by Ms Price herself with, presumably, some advice from her supervisors.

5. The research involved the development, implementation and evaluation of a skills-based environmental education programme for the ESN(M) children she teaches.

6. The programme was evaluated in terms of pupil outcomes. These were assessed partly by the children themselves, who were encouraged to fill in self-assessment charts (see also Appendix A) and partly by more formal tools e.g. Esteem Inventory etc.

7. A report of this work was submitted as Ms Price's M.Ed. thesis: Environmental Education: a skills based programme for the E.S.N.(M) child (1981)

LIST OF ABBREVIATIONS

CARE	-	Centre for Applied Research in education, UEA.
CARN	-	Classroom Action Research Network.
CEE	-	Certificate of Extended Education.
CEO	-	Chief Education Officer
CIE	-	Cambridge Institute of Education
CNAA	-	Council for National Academic Awards
DEO	-	Divisonal Education Officer
DES	-	Department of Education and Science
ESN(M)	-	Educationally Subnormal (moderate)
FERN	-	Further Education Research Network
HoD	-	Head of Department
HoY	-	Head of Year
HMI	-	Her Majesty's Inspectors
ILEA	-	Inner London Education Authority
INSET	-	In-service Education and Training
LEA	-	Local Education Authority
OU	-	Open University
PGCE	-	Post Graduate Certificate in Education
SEREB	-	South-East Region Examining Board
UEA	-	University of East Anglia
VRQ	-	Verbal Reasoning Quotient

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APPENDIX A: Student self-assessment schemes

In Part A we pointed out that we had received a certain amount of information concerning student or pupil self-assessment schemes. We did not include any description of these in our Review unless they constituted part of a strategy for evaluation of curriculum provision at a more general level. In some cases this was so (see for instance the activity at Rolls Royce Technical College, Bristol (item 2.6 in the Register), and the work of Mark Ford and Valerie Price (items 3.7 and 3.8 in the Register). Three other accounts that we received focused particularly on the work of individual learners. Almost inevitably student assessment of this kind provides feedback to teachers on their teaching and the courses they provide, although this was not their principal intention. For this reason we decided to place accounts of these schemes in this appendix.

The three accounts that follow are placed in no particular order:

1. The Bosworth College, Leicester (a community school).
   Address: Leicester Lane, Desford, Leicester LE9 9JL.
   Contact: David Marcus, Divisional Head.

   Notes: Our information derives from a college document called The Bosworth Papers 3: Reports and Reporting. The college has developed a form of negotiated student assessment which involves students preparing reports on themselves (and their courses) and then discussing these with their teachers and tutors. Student assessment is, of course, the subject of reports to parents, but parents do not see these student self-assessments which are regarded as confidential. Inevitably the discussions that take place between students and teachers provide feedback on teaching and the Bosworth Paper 3 provides a good example of this. Interestingly the college has been operating this system for about 9 years.

2. St.Anne's County First School, Uxbridge.
Contact: Mrs E.Davies, Headteacher.
Address: 8 Towles Court,
Pold Hill Road,
Hillingdon, Uxbridge,
Middlesex.

Notes: Pupils assess their own attainment in the basic skills. The headteacher then conducts interviews with them individually (oldest groups only in 1981 but the intention was to extend the scheme to younger children too). Notes from teachers and pupil self-assessments provide the basis for discussion. Subsequently a profile of development is compiled that includes samples of the child's work. These profiles accompany pupils when they transfer to secondary schools. A more detailed account of the scheme can be found in the primary school section of Burgess and Adams (1980) The Outcomes of Education, Macmillan.

3. EEC Project 'Transition from school to Working Life'.
Contact: G.Johnson.
Address: Curriculum Development Unit
Dalmuir Education Resource Centre
Singer Road
Dalmuir
Clydebank G81 4SF.

Notes: This EEC sponsored project has developed a student self-assessment form. Its main aim is to open dialogue between teacher and pupil during the normal course of classroom teaching. Since the project is using a core-extension approach for dealing with different ability groups it has to be used on an individual basis as the teacher is going round the classroom. 'Once pupils have understood that they can say anything, without reprisal, they seem to value it.'

APPENDIX B: An alternative analysis

/As a way of cross-checking our analysis we passed all the raw data we had used in the main body of our review to John Boyall a post-graduate student at Loughborough University. We excluded information about two exercises concerning which we were still collecting information. Using this material he then made an analysis of his own. Part of this follows. We have omitted his map of the geographical distribution of activities because this is substantially the same as our own. His greater personal interest in school sector activities influenced his decision to consider only those activities in primary, middle, secondary and special schools. He approached his analysis by asking specific questions of the data. These questions are underlined7.

Number of schools participating in the survey

42

Types of school

Upper School 14-18	2
Comprehensives 11-18	14
Comprehensives 11-16	7
High Schools 10-14	1
Primary Schools 5-11	9
Infant Schools 5-7	1
All age Special Schools	3
High Schools 13-18	3
High Schools (Middle) 9-13	2
Grammar Schools	0
Independent Schools	0
High Schools 11-14	0

Where did the initiative come from?

Headmaster	24
Deputy Headmaster	4
Ind.Teachers	14

The large majority of initiatives came from the Headmaster but often these were brought about by the 1980 Education Act or the fact that the L.E.A. was making its own evaluation of schools in its area.

Where individual teachers were the initiators it was with the blessing of the Headmaster, but quite often the work was linked with research for a higher degree. The expression 'individual teachers' is somewhat of a misnomer because very often a whole department would be involved in the work, but the initial suggestion was that of the Department or Faculty head.

Were outsiders used in the evaluation work?

Yes 13 No 29

Outsiders were used more in some counties than in others e.g. Cambridge and I.L.E.A. One of the possible reasons for this is that there are in those counties "Specialists in the field of evaluation and action research" who are readily available for consultation by schools wishing to do an evaluation.

What were the outsiders' roles?

External Assessers of the work	3
Advisory capacity	5
Director of the evaluation	1
Consultants in the project	3
Speakers at In-service conferences	1
Teacher/Researcher	2
Advisers invited to school	2
Parents assisting with reading	1

Was a course or a degree involved in the work for the project?

Several people were involved in work for higher degrees. It was difficult to ascertain if the work was a part of the degree course, or whether because they had a higher qualification in education an interest had been stimulated in this type of work.

Time scale of the Projects

The projects varied in length from 8 years to 2 weeks.

They have been charted below to give full details of the length of the activities. It has not always been possible to be precise about the length because some of the work is still on-going. Where the work is an annual event I have presumed the work has taken 1 year. That does not mean to say that the work is going on all of the time for one year, but that the end product has had to be produced at the end of the one year.

One term	5 + 1 (4 weeks) + 1 (3 weeks) + 1 (2 weeks)
Two terms	2
One year	6 + 4 (Annual events) + 1 (on-going)
Two years	3 + 1 (on-going)
Three years	4
Four years	3
Five years or more	1 (5 years) + 1 (5 years on-going) + 1 (6 years on-going)
	2 (8 years)
Not yet started the work	3

The year the work commenced

1981	9 + 3 to start in 1981
1980	7
1979	5
1978	6
1977	4
1976	2
1975	4
1974	
1973	1
1972	
1971	1

There has been a large increase in the amount of work done in the last 5 years compared with the previous five years. One reason for this may be the 1980 Education Act which requires schools to be more accountable for their work.

It was initially impossible to analyse in which part of the academic year the work was done; details were not given and there appears to be no set pattern.

Areas of the School involved in the work.

The Whole School (several faculties, depts.)	29
Individual Departments	9
2 Departments	1
2 Teachers	1
Individual Teachers	3
Management Survey	1

Some of the work fits more than one category. For example, one individual teacher looked at the teaching of science in an Infant school. This was entered in 3 categories: the whole school, an individual department and the individual teacher.

Areas of concern looked at by the schools

Learning by Pupils	39
Teaching by Staff	38
Administration	28
Administration only	5

It was difficult to separate precisely, those looking at teaching from those looking at learning, for it is presumed that one will have a direct effect upon the other. There were five cases where the object was to look solely at one or two aspects of the administration of some part of the school.

Areas of Concern

1. Organization of the School Dept.

Evaluation of a maths dept.	
Whole Curriculum Evaluation	
Values of the school - School Climate	3
Option Choices	
Organization of a Geography Dept.	2
Resources/Evaluation of materials	2
Timetable	2
Curriculum Innovation	2
Balance of Curriculum Content	
Staffing/Staff Contact time	2
Banding/Streaming	2
Examination of the whole school as an organization	4
Staff Development	7
Pastoral Work	3
Aims of a Dept.	5
Attendance	
Links with the community/Community Educ.	
Schools Buildings	
Syllabus	
Communications	2
Exam Results	2
Probationary Teachers	
Discipline	
Dept. Self-Assessment	
Evaluation of a craft & technology Dept.	1
Use of non-teaching time	
Staff Responsibilities	
Review of learning for slow learning pupils	
Transition from 2nd/3rd Yr	
Social Education	

2. Teaching

Mixed Ability Teaching
Good Practice/Weak Practice
Quality of teaching linked to experience and qualifications
Teaching methods
Staff/Pupil ratio
Improvement of education of pupils
Attitude to pupils written work
Teaching and learning of science (2)
Teaching of reading and writing
The teacher as a teacher
Evaluation of materials
Reasons for teaching Political Education
Methods of teaching Political Education
Aspects of literature teaching
Attitude of children towards shows/staff influence
Aims of teaching E.S.N. (M)

3. Learning

Children's attitudes towards Soc.Educ/careers
Education as a process for promoting learning (2 maths)
(1 English)
Exam. of pupils and schools ideas re. learning
Review of work - 2nd/3rd Yrs
Raising consciousness about language use
Group dynamics in the classroom
Progress of child in English from Infant - Junior school
Suitability of work
Effects of discussion and visual aids on reading level
How children learn/Childrens' learning
Remedial Children and Music

4. Assessment

General Assessment	5
Self-Assessment by pupils in Maths and English	
Reports/Students Self Assessment	2
Dept. Self Assessment	
School Self-monitoring Programme	

Procedures used in the Survey

Verbal

Meetings	12
Discussions	8
Outside Speakers	3
Interviews with colleagues	4
Observation by colleagues	9
Discussions with pupils	2
Help from outsiders	13
Observation by outsiders	4
Discussion with outsiders	2
Dialogue with pupils by outsiders	2
Staff workshops	1
Interviews with pupils	2
Structured discussions	1
Pupils Attitudes	2
Group work	

Written

Questionnaires for staff	11
Questionnaires for pupils	6
Questionnaires for parents	1
Staff Diaries	2
Likert Surveys	3
Open-Ended questions	
Standardized Tests for children	

Documents

Reading of as preparation to evaluation	3
Collecting	
Reports produced by staff	5
Presentation of papers by staff	6
Shadow study	
Setting up terms of reference	
Checklists from Departments	3
Record kept for indivioual/group - Pupil Profiles	
Statistical analysis	

Audio Visual

Tape-cassette of lesson 4
Transcript Analysis
Analysis of lesson by agreed criteria
Video recording 2
Observer making notes
Researcher working alongside Teacher
Triangulation
Training of co-observers

Thinking!!

Problem Areas

1. Apprehension by staff

Staff cautious - some not enthusiastic.
Level of commitment varied from group to group.
Teachers attitudes - the main obstacle to curriculum development.
Staff have little idea what evaluation means (involves) some never heard of it.
How do we go about it - what is evaluation.
You can impose innovation by edict, but you cannot actually implement it by the same means.
Some outsiders not fully committed - had to attend other meetings so work prepared for them not always used.
Some staff not well versed in assessment procedures.

2. Time

May have attempted too much too quickly - Pitch & Pace incorrect.
Reports did not meet deadlines - Initial burst of speed now slackening off.
Problems with higher priorities.
Time - only 24 hours per day.
Pressure of work at the end of Spring Term - some work abandoned.
Impossible to observe other teachers as researcher (T) has full time-table.

3. Collaboration

Not complete collaboration - hierarchical - one way.
Use of advisers - they did not always meet and feed back to staff who were not HoDs.
Groups seemed to proceed too independently - cohesion affected.
Getting consultative groups to produce findings of their own.

4. Administration/Organisational

Reports too general or too personal LEA reports not relevant to individual cases/schools.
Tests for pupils not suitable - did not test what had been intended.
Odd Questions in questionnaires not precise enough (ambiguous).
Problem of bias: Role defirition - role in the school may interfere with findings as a researcher(School Policy).
Solution to one problem - caused another - problem was not that of solving but deciding upon alternatives.

Documentation

Final Reports 2
Reports from H of Dept 3
Criteria for evaluation
Setting out proceudres for evaluation
The problems of identifying objectives
Papers on thoughts, aims, objectives produced by HM
In-school evaluation (Hds report)
Assessment within schools
Papers produced for discussion
} Evaluation
Discussion papers: framework for co-operation of programme for flexibility
Documents for the chronological record of thinking
Problems of school evaluators
Brief assessment policy for staff
Document for staff conference
HM's diary for monitoring developments
Staff handbook
Results of previous year's work - used to place children in classes the following year
The above documents are those produced by HM or project organizers to help with the carrying out of the evaluation/action research

The following documents are those produced by staff working in the field. Sometimes they include pieces of work, results of surveys, questionnaires etc.

Papers on reports and reporting
Pieces of children's work
Questionnaires for Parents
Internal memos to staff
List of lesson notes - methods of teaching
Profiles of language uses
Curriculum ideas for reading, writing and comprehension
Notes on the teaching of science in infant schools
Discussion documents

The following pieces of work are those produced at the end of the piece of evaluation. Whether they are acted upon is another matter: and difficult to find out.

Case Study
Shadow Study
Parent/Pupil Brochure
Report on the Cur.needs of E.S.N. (m) or School leavers
Report on the Cur. to develop the Self Concept of E.S.N.(m)
Focus on self-concept.
Results of a survey on a) Non Teaching Time b) Showers
Self-Evalaution Document of C.D.T. Dept.
Thesis (2)
Book 'Closely Observed Children"
Aspects of an English Department VI Form, Records, Exams, Good practice.
Paper on praise, sanctions, rewards: Movement about the school:
Self Assessment.
List of Staff responsibilities
Review of the Geog. Dept.
Final Reports for Governors etc.

Outcomes and Actions taken as a result of Evaluation and A.Research

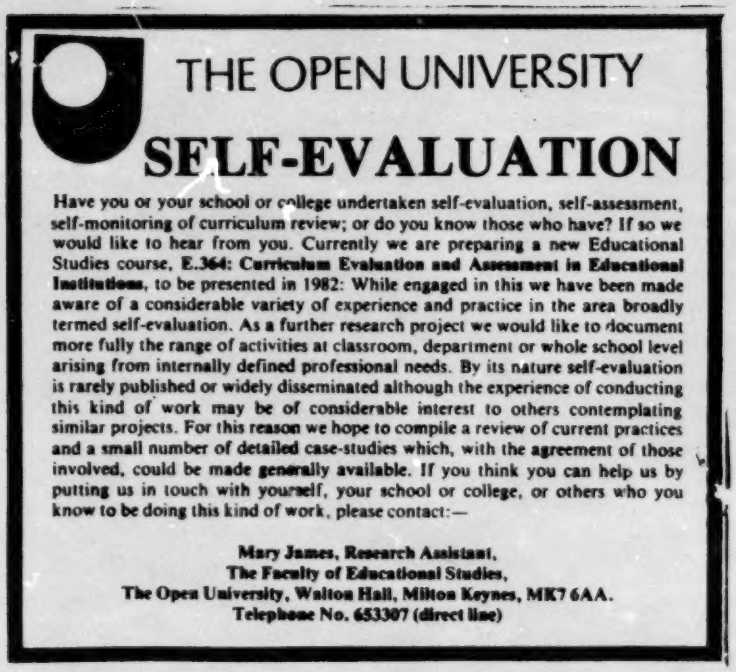
Positive Actions

Success has led to a plan for a follow-up venture
An improvement in the quality of the curr. - thus strengtnening the relationship between eval and the development process in the school.
Production of pupil profits of work, effort and progress.
Production of better pupil reports/comments.
Continuation of work for another year.
Remedial action to be taken where appropriate.
Better practice - understanding in the classroom.
Updating of resources: Intro. of geology: Provision of Geog. for the less able.
School policies on curriculum guidelines for Maths and Eng.
Tests results place children in classes the following year.

Outcomes

Increasing of perception, imagination and initiative
Many questions posed - leading to more discussion
The identification of priorities for further in-service training
Some changes in staff development retraining
Clearer objectives for the future
Useful staff communications exercises - good to see what other classes were doing
Awareness of staff opportunities for self-development
More improved knowledge of children's learning
Better understanding of the teaching of science
Better classroom and Dept.Practice
Better preparedness for LEA assessment
Better understanding of remedial children and music
Better understanding of children's problems
More sophisticated and reliable meaning of the self-concept are needed.
Thought - reflection on values conveyed, methods used, atmosphere created.
Better understanding of the work of 2nd/3rd years.

APPENDIX C: The original advertisement in the T.E.S.



THE OPEN UNIVERSITY

SELF-EVALUATION

Have you or your school or college undertaken self-evaluation, self-assessment, self-monitoring of curriculum review; or do you know those who have? If so we would like to hear from you. Currently we are preparing a new Educational Studies course, **E.364: Curriculum Evaluation and Assessment in Educational Institutions**, to be presented in 1982: While engaged in this we have been made aware of a considerable variety of experience and practice in the area broadly termed self-evaluation. As a further research project we would like to document more fully the range of activities at classroom, department or whole school level arising from internally defined professional needs. By its nature self-evaluation is rarely published or widely disseminated although the experience of conducting this kind of work may be of considerable interest to others contemplating similar projects. For this reason we hope to compile a review of current practices and a small number of detailed case-studies which, with the agreement of those involved, could be made generally available. If you think you can help us by putting us in touch with yourself, your school or college, or others who you know to be doing this kind of work, please contact:—

Mary James, Research Assistant,
The Faculty of Educational Studies,
The Open University, Walton Hall, Milton Keynes, MK7 6AA.
Telephone No. 653307 (direct line)

There was a mistake in line 2 of the advertisement; it should read "self-monitoring and curriculum review". The TES issued a correction.